

**UNITED STATES ARMY  
COMMAND AND GENERAL STAFF COLLEGE**

**Fort Leavenworth, Kansas**



**Program for Joint Education**

**Self-Study Report**

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*Fort Leavenworth, Kansas*  
*"The Jewel in the Crown of the Army Education System."*  
*-General Gordon R. Sullivan, U.S. Army Chief of Staff, Retired*

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<p><b>13. ABSTRACT (Maximum 200 Words)</b></p> <p>The primary purpose of this Self-Study Report is to demonstrate that the United States Army Command and General Staff College is conducting its Program for Joint Education in full compliance with JCS instruction 1800.01, Officer Professional Military Education Policy, 1 March 1996. To put the CGSC PJE program in perspective, it is important to note that the College comprises four separate schools and one course, the Command and General Staff Officer's Course (CGSOC). Of these organizations, PJE is taught in the resident and nonresident versions of CGSOC. However, to adequately address topics like institutional purpose, organization, and governance, PJE must be viewed in relation to the College as a whole.</p> <p>This is the third major accreditation review the College has undergone in a 3-1/2 year period: PJE in 1993, The North Central Association of Colleges and Schools master's degree review in 1995, and PJE again in April 1997. Collectively, these endeavors have afforded the institution unique and challenging opportunities to assess its performance against given standards.</p>
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February 24, 1997

Office of the Commandant

The U.S. Army Command and General Staff College (CGSC) plays an active, important role in Army Officer Professional Military Education (PME). In 1989, the College expanded its emphasis on joint aspects of PME, both for designated Joint Specialty Officers and for others expected to serve in a joint environment. This change was accomplished within the fabric of the existing service-oriented curriculum and in accordance with Chairman of the Joint Chiefs of Staff policy and guidance.

This Self-Study Report reviews the current CGSC Phase I Program for Joint Education (PJE). It represents the collective efforts of the faculty and staff, who spent one year of inquiry and deliberation analyzing the program. The result is a comprehensive assessment that describes the College's PJE and reveals both its strengths and its limitations.

The Self-Study provided a unique opportunity for the College to reflect on the development and support of its educational programs. The process covered all aspects of the institution, including an analysis of the derivation, support, and achievement of its missions. It also provided a blueprint for future planning.

The Self-Study revealed that CGSC conducts a strong PJE Phase I Program, although some specific parts of the program need improvement. On balance, the Self-Study process was a challenging and rewarding experience. It enabled the College to validate and upgrade an important program against CJCS standards and to reaffirm its commitment to quality education.

As the pages ahead show, the Command and General Staff College and its people are committed to developing quality programs necessary for continued successful service to both the Army and the Nation. On that conviction, this Self-Study lays a foundation for CGSC's progress into the Twenty-First Century.

A handwritten signature in black ink, appearing to read "L. D. Holder", is positioned above the typed name.

L. D. Holder  
Lieutenant General, USA  
Commandant

## FOREWORD

The primary purpose of this Self-Study report is to demonstrate that the United States Army Command and General Staff College is conducting its Program for Joint Education in full compliance with the criteria and standards in Chairman of the Joint Chiefs of Staff Instruction 1800.01, *Officer Professional Military Education Policy*, 1 March 1996. This report provides a detailed review of the program and its related strengths and limitations.

Particularly important is that the College is conducting a comprehensive PJE program during the Army's current transition to a smaller Service, with attendant reductions in budgets, personnel, and programs. The pages that follow describe a program that continues to produce high-quality graduates despite having to accomplish the mission with fewer resources.

To put the CGSC PJE program in perspective, it is important to note that the College comprises four separate schools and one course, the Command and General Staff Officer's Course (CGSOC). Of these organizations, PJE is taught in the resident and nonresident versions of CGSOC. However, to adequately address topics like institutional purpose, organization, and governance, PJE must be viewed in relation to the College as a whole. Hence, Chapters 2 and 3 provide information and assessments related to the entire institution.

This is the third major accreditation review the College has undergone in a 3-1/2 year period: PJE in 1993, the North Central Association of Colleges and Schools master's degree review in 1995, and PJE again in April 1997. Collectively, these endeavors have afforded the institution unique and challenging opportunities to assess its performance against given standards.

# U.S. Army Command and General Staff College Program for Joint Education Self-Study Report

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# **CHAPTER 1: INTRODUCTION**

## **THE SELF-STUDY'S PURPOSE**

Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01 requires that Service schools undergo accreditation of their Programs for Joint Education (PJE). The process is called the Process for Accreditation of Joint Education (PAJE). This report represents the first step in the PAJE. The U. S. Army Command and General Staff College (CGSC) has also requested the second step, a PAJE team on-site visit, which is scheduled for 13 through 18 April 1997.

The Self-Study represents CGSC's assessment of how well the PJE, Phase I, is contributing to the education of Joint Specialty Officers (JSO). The Self-Study has three principal purposes: to describe the College PJE; to present the results of the PJE Self-Study for PAJE team use; and to serve as a document the College can use to plan and guide future mission and PJE enhancements. The latter is important because of the increasing turnover of personnel and resource constraints resulting from downsizing.

In sum, this study represents the results of a comprehensive self-examination. The College reviewed its PJE, assessed its strengths, identified its limitations, and developed plans to reinforce the strengths and eliminate the weaknesses.

## **THE ORGANIZATION OF THE REPORT**

This report concludes a lengthy and detailed self-examination conducted by the College in compliance with CJCSI 1800.01, and represents the efforts of many talented and dedicated people, military and civilian, who daily serve the College and the Army.

Beginning with publication of the Self-Study Plan in April 1996, the College has clearly articulated the four objectives of the accreditation review process:

1. To conduct a comprehensive self-assessment identifying and candidly reporting both the strengths and limitations of the institution and of the PJE.
2. To identify ways and means to improve the PJE and its College-support network.
3. To enhance College-wide awareness of the importance of joint education for all students.
4. To gain a 5-year accreditation of the College's PJE.

A summary of the organization of this report follows. The report is divided into seven chapters. However, readers should note that the study is set in a three-part conceptual framework. In the first three chapters, the report presents information about the Self-Study process and the College as an Army institution. Then the study devotes two comprehensive chapters to detailing the College's PJE, Phase I. These chapters cover the topics that CJCSI 1800.01 recommends for inclusion. The final two chapters present the value of the Self-Study process to the College and the plan the College is using to address limitations. There are figures and enclosures throughout the Self-Study that emphasize key information and provide in-depth background on selected subjects.

Chapter 1 introduces the reader to the Self-Study process. It provides the frame of reference for what follows. The chapter outlines the purpose of the report, describes its organization, and discusses the methodology used to conduct the review.

Chapter 2 presents a brief history of the College, including its accreditation history. Chapter 2 also discusses the unique role the institution plays in the Army's education system. The chapter closes with a brief overview of key changes that have occurred at the College since the last PJE accreditation visit.

Chapter 3 addresses education and philosophy, institutional purpose, and governance. It defines the College mission, explains its importance within the wider mission of the Army's school system, discusses the processes by which the College has its mission developed and implemented, and describes the means by which it is regularly reviewed. There is also an overview of how the College is organized to perform its important educational missions. And, the chapter addresses the system of governance and administration that contributes to the College decision-making processes that affect the PJE. A key section of Chapter 3 outlines the Combined Arms Center (CAC) environment, of which the College is a part. It discusses key CAC organizations that directly help the College perform its education missions.

Chapters 4 and 5 describe the academic environment within which the PJE is conducted. It addresses the curriculum, students, faculty, and quality control that impact the PJE. It also addresses key resources that provide academic support vital to a successful program.

Chapters 6 and 7 are particularly important chapters. They represent the findings of the one-year Self-Study process. Chapter 6 presents the value of the Self-Study in terms of strengths and limitations. The issues it addresses provides the foundation for institutional self-improvement that goes beyond PJE. Chapter 7 presents the beginnings of an action plan for implementing the Self-Study's findings. From this base, the College can develop detailed procedures for implementation beyond the scope of this report.

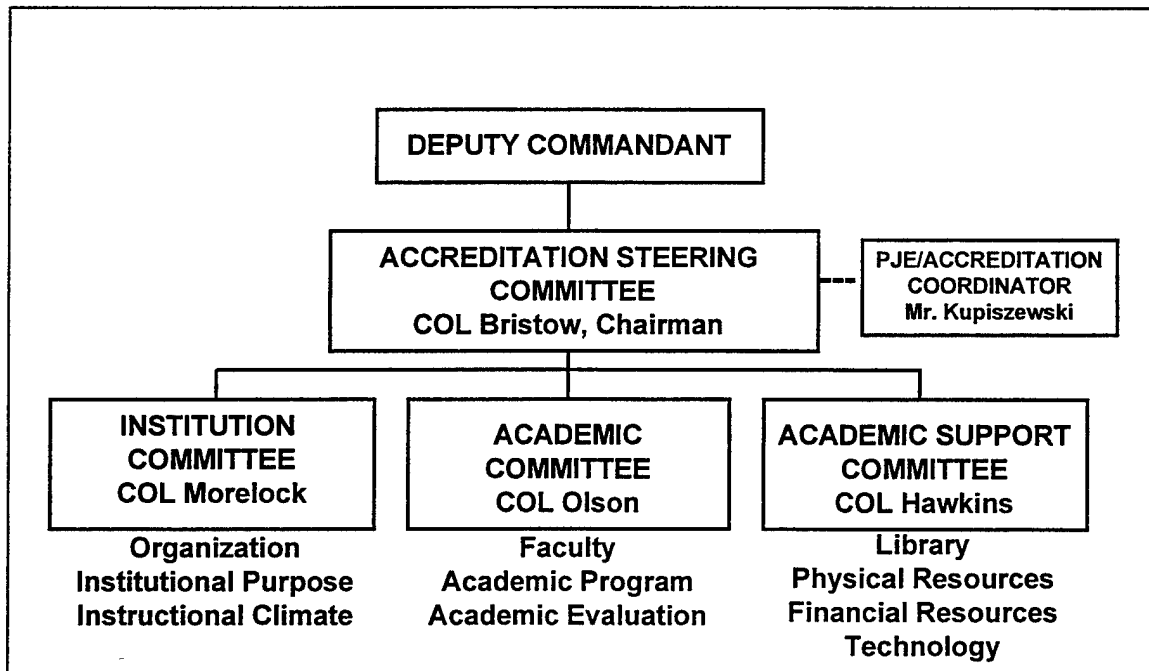
This report includes two appendices. Appendix A lists the College faculty members who served on the various Self-Study committees. Without their dedication

and professionalism, this report would not be possible. Appendix B shows the College's Accreditation Plan, the document used to guide the one-year Self-Study process.

## THE SELF-STUDY PROCESS

In October 1995, the Deputy Commandant met with several key advisers to review the PJE and start initial planning for accreditation. One outcome of the meeting was the decision to appoint the College's Assistant Deputy Commandant (who now holds the position of Dean of Academics) to lead the accreditation process and to serve as Chairman of the Accreditation Steering Committee. In addition, the Deputy Commandant formed the committees shown in Figure 1.

**Figure 1. The College's PJE Accreditation Organization**



This organization represented a decentralized approach to conducting the Self-Study. At the top was the Deputy Commandant who had overall responsibility for successful accreditation of the PJE. At the next level was an accreditation Steering Committee formed to determine institutional goals for the Self-Study process and decide the best way to integrate tasks into organizations and structures already in existence in the College. In addition to the Dean of Academics, four colonels, two senior civilians, and the Chairman of the Faculty Council served on the Accreditation Steering Committee. Also, the College's PJE Accreditation Coordinator acted as a resource for the committee and coordinated the preparation of the Self-Study report.

There were also three subcommittees formed. Each was chaired by a colonel, with lieutenant colonels, majors, and civilians as members. Each committee was to conduct an assessment of a particular area or endeavor as shown in Figure 1.

This decentralized approach provided a distinct advantage. It helped the Deputy Commandant and steering committee concentrate on the planning processes and the establishment of timelines, while the subcommittees gathered and analyzed data.

Twenty-nine members of the staff and faculty served on the various committees. The diversity of the membership not only assured a thorough Self-Study effort, but acted as a means of informing others in the College of findings and developments throughout the Self-Study process.

The steering committee's first major task was to develop a Self-Study process that satisfied the requirements of CJCSI 1800.01. The committee accomplished this by developing a Self-Study plan that the Deputy Commandant signed on 30 April 1996, and distributed throughout the College. (See Appendix B.) The plan provided the initial guidance and milestones needed to begin the Self-Study. The plan also included a tentative outline for the Self-Study report and guidelines for preparing the report.

Following publication of the plan, each committee began a detailed review of CJCSI 1800.01, focusing on standards and criteria for accreditation. Members also reviewed key documents such as the Skelton Panel Report, 1993 PJE accreditation reports, and other documents and guidelines.

Each committee used the following six-step methodology in performing its work:

1. Determine areas that require review.
2. Identify standards related to each area.
3. Assess the area against standards.
4. Identify program strengths and limitations based on the assessment.
5. Develop a proposal to reinforce strengths and fix any limitations noted.
6. Prepare information papers describing action taken in each area reviewed.

The subcommittees took five months to complete the initial assessments. The outcome included a detailed analysis of numerous areas, ranging from faculty development to library operations. Throughout the Self-Study process, the committees used the eight criteria and standards found in CJCSI 1800.01 as the prescribed guides for the assessment process.

Numerous formal and informal reviews were held throughout the Self-Study process. Committee chairmen met with committee members to discuss strategy and

ways to improve the assessment process. On 30 September 1996, the three committee chairmen, with all members present, provided a detailed briefing to the Deputy Commandant on initial findings. At that time, the Deputy Commandant provided his guidance concerning the key issues. He specifically directed the committees to continue aggressively seeking ways to improve the PJE and develop innovative ways to eliminate program limitations. On 7 November 1996, the Chairman of the Accreditation Steering Committee briefed the Commandant and received his approval to begin preparing the Self-Study Report. Once the findings were approved, the subcommittees prepared information papers to assist in drafting the final report. A draft Self-Study document was distributed to the faculty and staff for review and comment. The final draft was sent to the Commandant for approval and signature.

In the PJE, Phase I, the Self-Study was an intensive and challenging effort for the College. The Commandant, Deputy Commandant, senior College leaders, and the faculty and staff were involved in the process. The result is a product that has already enabled the College to improve the way it conducts and supports one of its most important programs--the Program for Joint Education.

## **CHAPTER 2: THE COLLEGE AND ITS MISSION**

### **BRIEF HISTORY OF THE COLLEGE**

Fort Leavenworth, the home of the U.S. Army Command and General Staff College, was founded in 1827. For the next 25 years, the post served as one of the last bastions of government authority on the roads to the west on the Santa Fe Trail, the Oregon Trail, and others. Expeditions departed from the fort to explore the west and to attempt to maintain peace between settlers and the Native Americans. During the War with Mexico, Fort Leavenworth served as the point of departure for troops deploying to the southwest. In the 1850s, troops from the post helped maintain order in Kansas during the controversy over slavery. During the Civil War, the post served as an enrolling center and supply base for operations in the area. After Lee's surrender at Appomattox, Fort Leavenworth served primarily as a logistics and administrative post for the U.S. Army in the west.

The history of Fort Leavenworth as the prime educational institution for the U.S. Army began on May 7, 1881, when the Commanding General of the Army, William T. Sherman, directed the establishment of the School of Application for Cavalry and Infantry. This school, whose purpose was to improve the poor state of professional training in the officer corps, grew slowly in its first five years; operational necessities often called away both faculty and students for extended periods.

The School of Application was renamed the U.S. Infantry and Cavalry School in 1886, and in 1888 its reputation began to improve under a new commandant, Colonel Alexander McCook. During the following decade, the institution developed into a sophisticated school for training junior officers. Two gifted instructors, Arthur Wagner and Eban Swift, led the Army in the development of both training techniques and military doctrine to support that training. These men, and others like them, established instructional standards that made the name Leavenworth synonymous with professional officer education. By 1898, the Infantry and Cavalry School had become a significant factor in the development of theory and practice within the Army, but that year also brought the closure of the school because of the Spanish-American War. It did not reopen until 1902.

As a result of its Spanish-American War experience, the Army recognized a need for general staff officers who could plan a national mobilization and administer the large units that mobilization would produce. In response to this need, a major reorganization of the Army's school system took place with the school at Fort Leavenworth at the center. The General Service and Staff College was established in 1902 with a one-year course and, in 1907, was renamed the School of the Line. It was joined by three other schools for junior officers in signal, field engineering, and field

medical services. The best students from the School of the Line remained at Leavenworth for an additional year of study at the Army Staff College. Together these institutions were known as the Army Service Schools.

The dominant personality in these schools was Major John F. Morrison, who taught at Fort Leavenworth from 1906 to 1912. Morrison completely reorganized the curriculum to teach tactics and staff procedures in a systematic, progressive manner. In addition to Morrison, the Army Service Schools was composed of a galaxy of illustrious students and instructors: Dwight D. Eisenhower, Omar Bradley, George Patton, George C. Marshall, William Mitchell, and Douglas MacArthur. By 1916, the high quality of instruction had made these schools the voice of Army doctrine and staff procedures. The Mexican crisis and the American entry into World War I closed the schools once again because all available officers were needed for immediate service. Fewer than 700 officers had graduated from the schools between 1904 and 1916, but these graduates dominated the staffs of the American Expeditionary Force in France.

During the 1920s, the Leavenworth schools were reorganized into the Command and General Staff School (CGSS). A nonresident version of the instruction also was initiated. In 1922, *Military Review*, the professional journal of the U.S. Army, began at Fort Leavenworth and became its major contributor to the growing professionalism of the Army and its leadership. For the first time, the Army had, as it continues to have, a widely accessible forum for the discussion and dissemination of military thought.

Between 1928 and 1934 the institution expanded to a two-year format, but in 1936, it reverted to a one-year course to accommodate the Army's increasing need for Leavenworth-trained officers. In the years between the two World Wars approximately 4,000 Regular Army (RA) and 500 National Guard (NG) and Reserve Component officers (RC) graduated from Leavenworth. The school's success in preparing officers for command and staff positions at higher echelons was a significant factor in America's successful military performance during World War II. Virtually every senior commander and staff officer of the Army, including the Army Air Corps, had attended the School at Fort Leavenworth during the 1920s and 1930s.

World War II brought enormous changes to Fort Leavenworth. To meet the needs of a greatly expanded Army, the curriculum at the school was drastically compressed, refocused, and shortened (to only 10 weeks). As a result, more than 19,000 officers earned diplomas from these special wartime courses.

Since World War II, Fort Leavenworth has continued to develop its traditional mission of officer education. The U.S. Army Command and General Staff College (CGSC) took its current name in 1947. From 1946 to the present, the Command and General Staff Officers Course (CGSOC) has consisted of a one-year program extending from August through June. The student body attending the resident course has increased from 400 students per year to 1,159. More than 10,000 students are currently enrolled in the nonresident versions of CGSOC.

Over the years, the College's curriculum has been changed as the needs of the Army have changed. An especially significant event was the inauguration in 1963 of the Master of Military Art and Science (MMAS) degree program. This program demonstrates that the profession of arms, like other professions, heavily depends on a correlative field of study established and advanced through academic research.

During the 1970s, the College broadened its view of officer education to what is known as the "whole man" concept. Students now receive not only a common core of instruction, but also participate in diversified elective programs that meet individual professional needs and personal goals. These elective programs continue to be refined to focus on several broad areas of concentration.

Recognizing the need for more sophisticated educational guidance and advice as the College strove to enhance its educational mission, the Secretary of the Army established the College Advisory Committee in 1967. This body, composed of distinguished civilian educators, meets once a year under the direction of the Commandant and advises the College on various matters of educational philosophy, policy, and practice.

The continuing reassessment of Army educational needs has led to the establishment of additional schools and courses of instruction to complement CGSOC. Since 1981, a six-week Combined Arms and Services Staff School (CAS<sup>3</sup>--pronounced "CAS-cubed") course has taught staff procedures and techniques only to Army captains. Beginning in 1983, selected graduates of CGSOC have remained at the College for a second year as members of the Advanced Military Studies Program (AMSP) in the School of Advanced Military Studies (SAMS). SAMS also offers education for a select number of senior service college fellows through the Advanced Operational Art Studies Fellowship (AOASF) program. In addition, the College has established the School for Command Preparation (SCP) for an expanding program of command and functional courses attended by both active components (AC) and reserve components (RC) officers to meet the continuing professional development needs of the Army. In 1991, in further acknowledgment of the need for professional growth and development of the Army and its leadership, the College established the CGSC Press to promote scholarly publication.

For the last 113 years, Fort Leavenworth has become synonymous with quality and leadership in military education. The "Leavenworth Experience" has prepared officers from the Army, selected sister services (USMC, USN, USAF), and visiting international officers to meet the demands of modern warfare and, increasingly, joint warfare. When coupled with its responsibilities in leader development, doctrine evolution, and the promotion of military art and science. The College's broad educational charter ensures that the institution will remain vital to the success of the U.S. Army.



## ACCREDITATION HISTORY OF THE COLLEGE

The College's accreditation is based on two rigorous review programs: regular North Central Association (NCA) of Colleges and Schools comprehensive reviews of the MMAS Degree Program and the PJE, Phase I.

In 1974, the 93d Congress enacted legislation that authorized the College to award the Master of Military Art and Science (MMAS) Degree. The College is the first Professional Military Education (PME) school to have an accredited program at the master's degree level. Since 1976, the College has been accredited as a master's degree granting institution by the NCA, which is the regional accreditation agency for the midwest United States.

In 1976, an NCA team visited the College to conduct an accreditation review. The team was pleased with what it found--a strong, nationally prominent institution served by capable leadership, a well-qualified faculty, energetic students, rigorous academic programs, reliable funding, and an impressive physical plant. However, the team voiced two concerns during the discussion of the Self-Study's goals: leadership and faculty stability and maintenance of program quality during a time of College reorganization. The 1976 team recommended a five-year term of accreditation with an interim review midway through that period. The interim review, which focused on the two concerns raised by the original team, occurred in 1979 and, significantly, was so successful that the new team recommended accreditation extension for another five years. Later, the College sought and was granted an additional one-year extension to accommodate a top-leadership change.

The NCA's April 1985 on-site visit, marking the end of that extended term, resulted in awarding the College a 10-year term of accreditation. At the same time, the NCA recommended a focused review within three years to examine the relationship achieved by that time between the established MMAS program and a new SAMS variation leading to the degree. The 1988 evaluation team found that the College had adequately addressed the concerns cited in the 1984-85 report and recommended no further evaluation until the next on-site visit, scheduled for February 1995.

In 1995, the NCA conducted another accreditation review of the MMAS program. The result was another 10-year term of accreditation. The team, however, recommended a monitoring report in 1998 to address the issues of funding, stability of both military and civilian faculty, and the use of doctorate-level faculty in overseeing the master's candidates' research.

Accreditation of the College's PJE began in February 1989. A distinguished team of military and civilian educators, chaired by General Thomas R. Morgan (USMC, Retired), conducted an Initial Certification Review of the College's PJE. (Then, the College was conducting both Phase I and Phase II of the Joint Specialty Officer education program). The team certified the program and recommended that graduates be granted full credit for all JSO education requirements. The following year, as a result

of Congressional legislation, the current PJE program was established. Phase I is taught at service schools. Phase II is taught at the Armed Forces Staff College.

In 1993, Brigadier General Hal M. Hornburg headed an accreditation team that reviewed Phase I. The review was unique in that the team assessed four distinct programs: the CGSOC resident course, two versions of the nonresident course, and a revised nonresident course under development by government contract. The visit resulted in a 23 December 1993 report that accredited the resident and nonresident courses and certified the course under contract revision.

## **THE PLACE OF THE COLLEGE IN CONTEMPORARY PROFESSIONAL MILITARY EDUCATION**

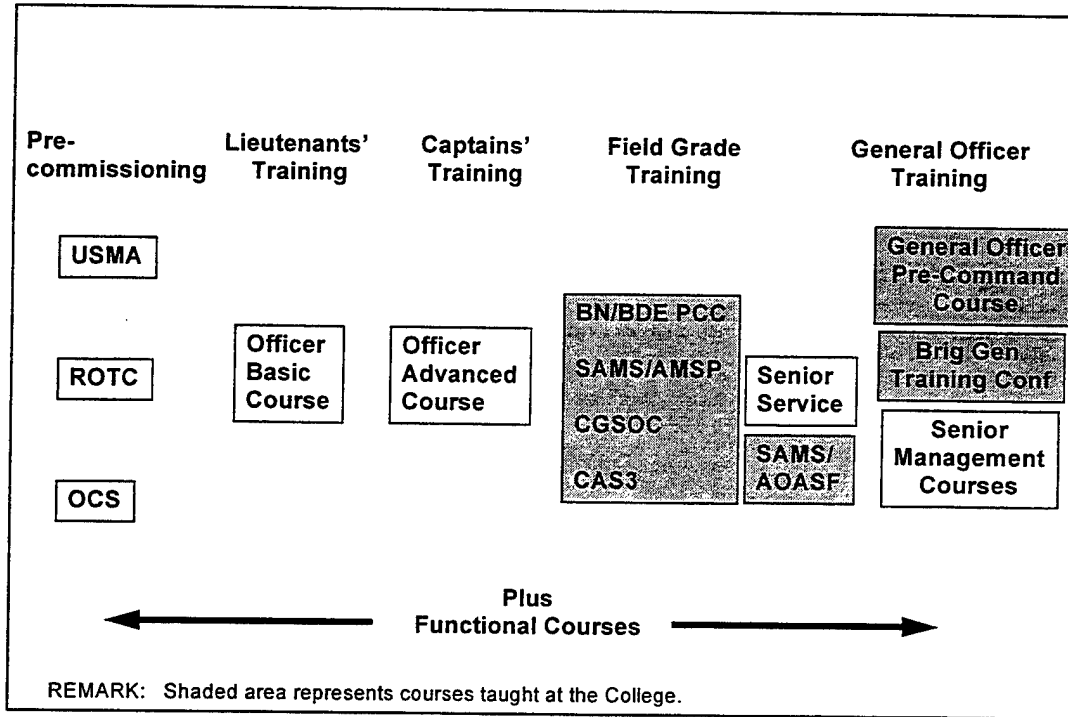
The College has a unique role in Army professional military education (Figure 2). It is the one educational institution that almost all Army officers attend at some time during their careers. Indeed, many officers repeatedly return to the College to attend one or more of the courses. The College is also unique because of the diversity of its students. There are AC and RC Army officers, sister services officers, international officers, and civilians. The Army officer education system is described in DoD Pamphlet 600-3, *Commissioned Officer Professional Development and Utilization*, which outlines the sequential educational steps an officer must take, beginning with precommissioning education. By reputation, the Army's educational system is one of the most thorough and comprehensive in the world.

The educational steps an officer must take begin with the attendance by second lieutenants at the Officer Basic Course (OBC) particular to a branch (armor, infantry, artillery, and so on) at an Army post within the US. There officers gain the knowledge fundamental to successful early performance in their respective branches. After completing this course and once having several years experience in the field, officers (first lieutenants or captains) return to the branch-specific post for the Officer Advanced Course (OAC), which imparts additional skills essential for effectiveness in branch positions at company and battalion levels.

Following more duty in the field, officers (captains and some majors) attend the Combined Arms and Services Staff School (CAS<sup>3</sup>) at the College. CAS<sup>3</sup> focuses on problem solving, communication skills, staff coordination, and understanding Army organizations, operations, and procedures. In addition, CAS<sup>3</sup> lays the foundation for joint service by introducing captains to the duties of a combined arms staff.

Officers complete duty in the field followed by competitive selection for the 10-month CGSOC or other intermediate-level schools conducted by the other services. Currently, approximately 50 percent of an officer's year group attends resident CGSOC or an other service-equivalent school. Of those attending CGSOC, a smaller number (52) are chosen to remain for a second year at SAMS in the Advanced Military Studies Program (AMSP). These Students pursue advanced studies to become planners at the tactical, operational, and strategic levels.

**Figure 2. The College's Role in Army Professional Military Education**



Also within the SAMS is the Advanced Operational Art Studies Fellowship (AOASF). It is a two-year senior service level program whose first year combines study at the operational-strategic level with visits to various critical command headquarters around the world. The second year involves national security studies, theoretical and applied campaign planning, and the Prairie Warrior exercise practicum.

During this period, while attending CGSOC or SAMS, students may undertake the Master of Military Art and Science (MMAS) program (voluntary in CGSS, mandatory in SAMS). Additional specialty courses are required for certain officers, many of whom return to the College to attend "specifically focused functional courses" offered through the SCP. For example, all officers selected to command at the battalion or brigade level attend a preparatory course at the College. Many are accompanied by their spouses, who receive briefings on their roles in command. Finally, after yet more experience in the field and on principal staffs, 20 percent of CGSOC graduates are selected to complete their military education at senior services schools.

More than any other single Army institution, the College provides the training and education by which the officer corps develops its leaders. Over the years, its reputation as one of the finest military institutions in the world has been evidenced by its U.S. and International Officer Halls of Fame. This tribute recognizes some of the greatest military leaders in history who have personally attended and benefited from the education central to the "Leavenworth Experience."

## THE GOLDWATER-NICHOLS ACT AND THE COLLEGE

When the Goldwater-Nichols Act became law in 1986, few members of the faculty realized the dramatic impact it would have on the College. At that time CGSOC devoted considerable hours in the curriculum to jointness. Nonetheless, those hours lacked the sharp joint focus of the current curriculum. Also joint instruction was presented in stand-alone blocks with little integration with other disciplines.

As a result of the Goldwater-Nichols Act and a series of CJCS policy documents issued over the years, the CGSOC curriculum and joint experience for students has been strengthened. Jointness is now embedded throughout the core curriculum and given major emphasis in the course is capstone exercise, Prairie Warrior. Likewise, jointness is taught in greater depth and focus because of the required CJCS 5 joint areas and 23 learning objectives that must be taught. The College has also added a major area of concentration to its elective program to allow students to undertake advanced study in joint and combined operations.

In 1986, the CGSOC only had 56 sister services students. That meant that many staff groups did not benefit from sister services participation in the learning environment. Today, there are 128 sister service students. This ensures that the sea and air perspective is added to staff group discussions and exercises. The presence of two sister-services students in each staff group has significantly contributed toward shaping CGSOC Army officers' attitudes and perceptions concerning operating in a joint environment.

In 1986, not a single sister services officer was assigned to Department of Joint and Combined Operations (DJCO). Now DJCO has four Air Force, five Navy, and two Marine Corps officer positions. This has made a tremendous difference in how joint curriculum is developed and taught. Not only do these officers help develop curriculum for DJCO, they also serve on teams that develop instruction for other academic departments.

Sister-services elements have also been strengthened over the years. At the start of the 1985-86 Academic Year, there were 11 officers assigned to the 3 elements. That number has grown to 24. In the 1980s, officers assigned to sister-services elements primarily taught stand-alone lessons related to their service's capabilities. These officers now are full partners in developing and teaching major blocks of integrated instruction throughout the curriculum. They also teach in other schools assigned to the College.

In 1994-95 Colonel Wayne Spencer, USMC, served as the Director of the College's Leadership Instruction Department (LID). This was the first time a non-Army officer headed one of the College's major academic departments.

The year 1996 was the 10th anniversary of the Goldwater-Nichols Act, which has had such a profound impact on service education. At the College, the impact has been

dramatic. There is no doubt that the Act and the ensuing CJCS policy has significantly enhanced the College's important education mission.

## **SUMMARY OF CHANGES AT THE COLLEGE SINCE THE 1993 PJE ACCREDITATION VISIT**

Military operations are dynamic. Consequently, what the College teaches constantly changes. At the time of the most recent comprehensive revision of the curriculum (1990), the nation's major military threat was war against the Soviet Union in Central Europe. That threat no longer exists. The College now directs its intellectual energy and curriculum toward conducting a wide-range of military operations from conventional warfare to peacekeeping operations throughout the world.

Other priorities within our society have also changed, resulting in rapid military downsizing. Thus the College, like other Army organizations, must face the challenge of maintaining established levels of excellence over a wider range of contingencies but with fewer resources. Indeed, the changing nature of "the threat," together with the Army's downsizing, are the two dominant themes that have also shaped other changes at the College in recent years.

In a constantly changing environment, the College has continued to grow. Four major organizations have been added since 1993. In July 1995, the Battle Command Battle Laboratory (BCBL) joined the College. This innovative organization was chartered in 1994 to focus on the art of battle command and to integrate the activities of battle labs at Fort Huachuca, Arizona, and Fort Gordon, Georgia. The BCBL provides the College and the Army with unique insights into leader development and command and control (C<sup>2</sup>) systems.

In February 1996, the Defense Language Institute (DLI), in Monterey, California, became part of the College. The DLI provides DoD and other federal agencies with linguists capable of supporting U.S. national interests worldwide. The DLI teaches courses in Monterey and Washington, D.C., to over 2,000 students annually.

Two other important additions to the College occurred in June 1996 when the TRADOC Program Integration Office (TPIO), Army Battle Command System and the TRADOC System Manager for Maneuver Control Systems, joined the College. TPIO's mission is to define, coordinate, synchronize, and integrate battle command for the Force XXI ABCS. TPIO, ABCS, also serves as the CAC and the College C<sup>2</sup> executive agent.

The four new organizations (DLI, BCBL, TSM-MCS, and TPIO) have significantly increased the College's span of control and added 286 military and 1,400 civilians to the College's organizational strength.

During the 1980s, the College initiated an aggressive Facilities Modernization Plan designed to provide students and faculty with more contemporary facilities. This

modernization plan symbolizes the future vision of the College, paving the way for much needed changes for the Twenty-First Century. The most visible result is Eisenhower Hall, a 256,000-square-foot facility that houses a new library (approximately four times the size of the old library), and dozens of classrooms, seminar rooms, and offices. Completed in 1994, Eisenhower Hall is equipped with state-of-the-art communications and educational technology. The Modernization Plan also calls for the extensive renovation of Bell Hall, the College's principal building, which was constructed in 1959. Some of the Bell Hall renovations are complete, including a new bookstore and cafeteria, and the replacement of old furniture with new and more efficient computer work stations. Long-range plans to upgrade other College facilities and related Fort Leavenworth physical resources are also well underway. After completing planned renovations, the College will have dramatically changed virtually all aspects of its physical plant.

Within Bell Hall, two projects are taking place that will profoundly affect Army education and training. Part of one wing in the building is under construction to accommodate the Army Battle Command Training Program (BCTP). Army AC and RC division and corps commanders and their staffs will use the facility to conduct state-of-the-art battle command training and seminars. Adjacent to the BCTP renovation, a large classroom has been converted into an experimental War Lab that provides a highly sophisticated, computer-driven learning environment. The War Lab takes leading edge technology and applies it to the College curricula. Having BCTP and the War Lab in Bell Hall adds to the dynamic and innovative environment of the institution.

In 1989, Congress enacted legislation to expand Title 10 hiring authority to intermediate and senior professional military education schools (allowing freer, non-civil-service faculty recruitment). After considerable internal debate, the College decided to pursue Title 10 hiring in 1993. Since then, several key faculty members in the Department of Joint and Combined Operations and the School of the Advanced Military Studies were hired. Future civilian teaching faculty will be hired using Title 10.

In 1996, the College added its first Inter-agency dimension to the College by creating and filling a position from the Central Intelligence Agency by Mr. Robert Meehan. Plans also are currently underway to add a member of the State Department to the faculty.

Advancing technology has also dramatically affected the College over the past several years. Students now have routine access to course materials, class schedules, and other information via automation. During the Prairie Warrior exercise, students participate in an automated joint battle simulation that provides an appreciation for the dimensions of time and space for combat operations require. Other automated exercises, such as JANUS, are also embedded in the CGSOC curriculum.

One of the most serious problems facing the College in recent years has been stability of key personnel. Frequent turnover of Deputy Commandants and key directors has caused problems related to continuity. This situation has been compounded by the loss of civilian personnel because of downsizing and the frequent rotation of the military

faculty. During the College's recent accreditation review, the issue of turnover of key personnel was an area of major concern.

The College has taken action to reduce turmoil caused by turnover. On 30 April 1996, Lieutenant General L. D. Holder, approved a proposal to establish two military deans at the College: a Dean of Academics and a Dean of Students and Administration. He set tenure for both deans at five years. Colonel William D. Bristow, Jr., was appointed the Dean of Academics and Colonel Jimmy C. Banks, the Dean of Students and Administration. A major realignment of College functions resulted from this administrative reorganization. (See Chapter 3). However, it should be noted here the CGSS (as an administrative entity) was eliminated and the School of Corresponding Studies (SOCS) was renamed as the Directorate of Nonresident Studies.

For the past several years change has been a major force at the College. But there has been one constant: the excellence of the College's talented, experienced, and dedicated faculty, staff, and students. In October 1994, a review of faculty qualifications by TRADOC Inspector General's Office summed up this vital strength by concluding that the College's faculty has the necessary educational, functional, and operational qualifications to accomplish its mission. Thus, the College's faculty continues to prove that it can perform at high levels in an ever-changing environment.

## **CHAPTER 3: AN OVERVIEW OF THE COLLEGE**

### **THE COLLEGE'S EDUCATIONAL PHILOSOPHY**

The College is dedicated to excellence in education, training, and other professional military development. Students, faculty, and staff commit themselves to the primary goal of preparing officers for wartime and peacetime duties.

Instruction is designed to develop student reasoning, decision-making ability, character, self-expression, and teamwork. Emphasis falls on recognizing and defining a problem, determining the basic issues involved, obtaining the necessary information for a solution, and solving the problem within existing service and joint doctrine. For realism, the student must analyze problems with limited information and must arrive at logical (and sometimes intuitive) solutions or decisions with reasonable speed. Students communicate their reasoning and decisions to each other and to faculty both orally and in writing. They must then supervise subsequent responses to ensure proper execution. Throughout this process the student practices sound doctrine and flexible procedures. Detailed instruction and memorization are held to a minimum so instruction can be oriented primarily on developing logical, practical, and original reasoning rather than on the merits of any single solution. Particular attention is paid to the development of intellectual honesty, integrity, and other professional competencies, values, and standards.

The military profession is special in that its members have a responsibility for defending the values of the nation and the lives of others. Accordingly, students must recognize the extent of their great responsibility and realize that the nation's security may one day rest on what an officer does or does not do. This awareness contributes to the seriousness and urgency of the College's mission and underlies its high standards of personal and professional ethics. Since 1881, the College has sought to develop this "total" military professional to serve the Army and the nation.

### **THE COMBINED ARMS CENTER ENVIRONMENT**

Only a quarter century ago, the College was a very different organization from the highly complex and widely integrated institution it is today. In those days the College stood relatively apart from the rest of CAC, was dedicated entirely to quality officer education and to writing Army doctrine, then an adjunct research responsibility of the teaching faculty. Among its CAC neighbors, the institution was comparatively insular, both organizationally and in its daily business.



During the 1980s, however, the College's "ivory tower" ambiance gave way to a new spirit of interconnection, as the College formed ever-closer relationships with other key CAC organizations for mutual benefit. In increased coordination with organizations like the National Simulation Center (NSC), the Center for Army Lessons Learned (CALL), the Battle Command Training Program (BCTP), and the Foreign Military Studies Office (FMSO), the College has assumed a new role within the CAC itself, combining the College's traditional academic strengths and the emerging thought and technology of its new partners within a wider, more inclusive understanding of officer professional development.

The College is fortunate to be part of CAC's dynamic environment. The College's Commandant and Commander, CAC, LTG L. D. Holder, has the capability to call on the many resources of Fort Leavenworth in support of College educational programs. In recent years, this support has greatly increased and enabled the College to expand and enhance key programs.

Examples of support from CAC organizations are numerous. Personnel from the National Simulation Center and the Battle Command Training Program are key players in the CGSOC end-of-course exercise, Prairie Warrior. Annually, their staffs spend many months working with the College's faculty to ensure success. Likewise, officers from NSC and BCTP help teach CGSOC elective courses and participate in course seminars on warfighting and training. College and NSC personnel are currently working on a warfighter simulation named WARSIM. When complete, this simulation will replace most current Army simulations and be the land component of a joint simulation also under development.

Two other CAC organizations working closely with the College are the Foreign Military Studies Office and the Center for Army Lessons Learned. FMSO helps teach various courses, supports College exercises, shares holdings with the College library, and writes extensively for the *Military Review*. CALL is a major resource for students and faculty conducting research and curriculum development.

Other organizations at CAC, from the Office of the Garrison Commander to tenant units, also contribute to the College's mission. Numerous military and civilian personnel from CAC organizations serve on MMAS committees and provide proposed thesis topics. Likewise, many participate in CGSOC and other College schools as guest lecturers on subjects ranging from Civilian Personnel Operations to Public Affairs support.

Being part of the CAC environment also allows the College to interact with personnel from all over the world who annually visit Fort Leavenworth to receive orientations and attend conferences. Each year over 2,000 such visitors arrive and spend considerable time at the College where they meet with faculty and students in a variety of settings. Particularly meaningful is the opportunity to interact with the numerous international delegations comprised of senior personnel from throughout the globe. In recent years, CAC has become the centerpiece of Army intellectual thought. The College is fortunate to share in the environment that underlies that reputation.

## INSTITUTIONAL PURPOSE AND MISSION

The College's purpose is derived from its mission statement. This section of the report details that mission and the two organizations that develop, administer, and execute the PJE--CGSOC and the Directorate of Nonresident Studies (DNRS). This section has three parts:

1. The College's mission and goals.
2. The CGSOC's mission, execution, and relation to CJCSI 1800.01.
3. The DNRS's mission and its relationship to the PJE.

### Part 1: The Command and General Staff College Mission and Goals

The College consists principally of the CGSOC, four schools, and numerous academic organizations. They are all designed to accomplish a common mission-- leader development and education. To help ensure the schools are fully integrated, the College has developed a structure of *mission statements*. Individual mission statements for CGSOC and the four schools are collectively designed to support and accomplish the College's overall mission. Beneath the mission statements, subordinate *goal statements* specify further intended outcomes. Each goal statement then generates and is supported by still more specific objective statements. Finally, at the *task level*, *objective statements* detail the responsibilities of individual departments, subunits, and their people.

The College's mission is **to educate leaders in the values and practice of the profession of arms, to act as the executive agent for the Army's Leader-Development Program, to develop doctrine that guides the Army, and to promote and support the advancement of military art and science.**

The components of this mission statement become, in turn, the College's four goals, which encompass the following specific objectives:

1. **Educate leaders in the values and practice of the profession of arms.**
  - Providing qualified staff and faculty.
  - Providing quality curricula.
  - Providing a rigorous Master of Military Art and Science Degree Program.
  - Coordinating Reserve Components education.
  - Providing an environment which enhances quality of life and supports the learning experience.
  - Sustaining the College as an institution of excellence.

## **2. Act as executive agency for the Army's leader-development program.**

- Developing, coordinating, and ensuring execution of Army leader-development action plans.
- Informing strategic and senior Army leadership on the Army leader-Development Program.
- Maintaining currency of leadership and leader-development doctrine.
- Developing an Army family team-building program.
- Providing feedback to other institutions on how well they are developing leaders.
- Ensuring publication of leader-development manuals for officers, warrant officers, and noncommissioned officers.
- Incorporating leader-development action plans into its own academic programs.

## **3. Develop doctrine that guides the Army.**

- Developing and maintaining a qualified body of doctrine through concept experts and writers.
- Critically reviewing doctrine on a periodic basis to keep it current and valid.
- Developing, integrating, and disseminating doctrinal products.
- Stimulating and developing concepts debate.
- Building consensus for doctrine acceptance for FM 100-5, *Operations*.

## **4. Promote and support advancement of military art and science.**

- Ensuring the internal and external integration of advancements in military art and science.
- Routinely conducting exchanges of professional knowledge and skills, internally and externally.
- Communicating evolving bodies of knowledge to and from external audiences.
- Researching, writing, and publishing works that reflect and support the advancement of military art and science.
- Sustaining an environment that provides resources to support the advancement of military art and science by internal and external audiences.

### **The Mission as Part of the Army Leader-Development System**

As the Army looks to the future and considers its worldwide responsibilities, its long-established belief in the value of a well-trained and educated officer corps assumes even more importance than in the past. To address this need, the Army has developed a formal leader-development system that consists of three equally important pillars,

described in Pamphlet 600-32, *Leader Development for the Total Army: The Enduring Legacy*.

1. **Institutional Education and Training.** The Army's school system provides the formal education and training all personnel require to develop specific job-related skills as well as basic leadership skills. The Army conducted this training on a progressive and sequential basis to prepare the individual for ever-increasing positions of responsibility.

2. **Operational Assignments.** Operational experience through duty assignments requires leaders to use and build on what has been learned through the process of formal education. Successful application of the knowledge and skills acquired from institutional education and training builds the necessary confidence leaders require.

3. **Self-Development.** Individual initiative and self-improvement are keys to training and developing leaders. Because formal educational and operational systems have limits, individual leaders can and must continue to expand their own knowledge bases, using Army correspondence courses, civilian education, reading programs, and Self-Study programs.

Within these three pillars of professional development, the College's education mission supports leader development chiefly through institutional education and training. As the executive agent for the Leader-Development Program, the College's Deputy Commandant is required quarterly to brief the Army Chief of Staff and the Army's staff on the progress of Army Leader-Development plans. (See Figure 3.)

**Figure 3. The Army Leader Development Model**



## **Part 2: The Command and General Staff Officers Course**

Within the College, PJE is developed by the CGSOC faculty. It is taught in the 10-month resident course and offered in two nonresident course versions.

### **Mission and Goals**

The mission of CGSOC is **to educate selected officers in the values and attitudes of the profession of arms and in the conduct of military operations during peace, conflict, and war with emphasis at corps and division level.**

The goals of CGSOC are to develop officers who--

- Display tactical and technical combined arms proficiency.
- **Understand joint and combined operations.**
- **Are instilled with joint attitudes and perspectives.**
- Prepare, fight, and sustain forces across the spectrum of conflict.

Apply the perspectives of military history.

- Embody the principles, attitudes, and values of military leadership.
- Solve complex problems systematically and under pressure.
- Understand the role of the military in a free society.
- Communicate effectively in a variety of media.
- Confidently accept higher levels of responsibility.

### **Mission Execution**

A brief description of the scope and size of CGSOC follows. See chapter 4 for more detailed information concerning how CGSOC executes its mission.

CGSOC prepares officers for duty as field grade commanders and principal staff officers at division and higher echelons. Graduates are able to--

- Command battalions, brigades, and equivalent units in peace and war.
- Train units to accomplish assigned missions.
- Employ and sustain weapons and equipment systems in combined arms operations.
- Serve as principal staff officers from division through corps, including support commands and as staff officers of major Army, joint, unified, or combined headquarters.
- Efficiently manage manpower, equipment, money, and time.

CGSOC provides a broad base of fundamental knowledge and skills through the core curriculum taught in three terms throughout the year. It also provides each officer tailored elective courses during the Advanced Applications Program during the second and third terms. Students also may complete a student-study elective project through individual or group effort that would contribute to the solution of a contemporary military problem.

An end-of-course exercise, Prairie Warrior, highlights the course. During this capstone exercise, students apply what they have learned using an automated war game as a standard against which they are evaluated.

There are 1,059 students attending CGSOC during AY1996-97. The student mix includes 64 sea and 64 air officers, 90 international officers, and 64 RC officers. This diversity ensures that students learn in an environment enriched by a variety of backgrounds, experiences, and specialties.

The class is divided into 4 divisions, 16 sections, and 64 staff groups. The staff group is the basic configuration for instruction and consists of about 15 students. The staff group membership mix comprises all Army branches (AC and RC), other services, and international officers.

### **CGSOC Mission and CJCSI 1800.01 Policy**

The importance of jointness is clearly emphasized in CGSOC's mission statement, where 2 of the 10 goal statements directly support important learning aspects of the PJE. When these two goals were added to CGSOC's mission statement in 1993, they were informally coordinated with the Joint Staff to ensure they complied with the intent of the CJCS's policy regarding inclusion of jointness in institutional mission statements.

CJCSI 1800.01 states that intermediate schools should focus "on warfighting within the context of operational art." The CGSOC mission statement reflects that focus through its reference to education with emphasis at corps and division level. During the year, CGSOC students plan large warfighting operations, including the formation and deployment of a joint task force. They also develop a theater campaign concept that translates strategic guidance into tactical action to secure national objectives. Joint instruction is integrated throughout the course to assure a thorough knowledge of joint operations and to instill joint attitudes and perspectives within students. Concluding the academic year is the two-week Prairie Warrior exercise, which provides students an opportunity to apply skills learned throughout the year in a joint and combined learning environment.

CJCSI 1800.01 also provides a military education framework that illustrates the balance between the three levels of war emphasized at the intermediate level: tactical, operational, and strategic. CGSOC achieves this balance by teaching each area in the core curriculum. As the "Army's senior tactical school," CGSOC focuses on the tactical and operational level of warfighting that is conducted primarily at divisional and corps. Planning, conducting, and sustaining larger unit operations from a combined arms perspective is the thrust of CGSOC's education.

## **Part 3: Directorate of Nonresident Studies (DNRS)**

### **Mission and Goals**

The DNRS mission is to provide a first-rate, professional education to nonresident students through interaction with a quality faculty and to promote the study of military art and science throughout the nonresident community.

DNRS goals are to--

- Effectively and efficiently manage nonresident College courses.
- Employ the highest quality nonresident faculty.
- Interest all nonresident College staff, faculty, and students in the study of military art and science.
- Integrate automation in administration and curriculum.
- Determine ways to improve nonresident College education.

DNRS administers the College's nonresident studies program to over 17,000 CGSOC and CAS<sup>3</sup> students annually. The courses are offered through both individual correspondence study and through classes provided by Professional Development Education (PDE) Brigade Schools with over 300 instructors worldwide. The program also supports a staff of 190 adjunct faculty members for a total of 490 faculty members within the DNRS educational framework.

### **Nonresident Studies Courses**

Nonresident Combined Arms and Services Staff School, Phase I. CAS<sup>3</sup> is a two-phased course to train captains to function as staff officers with the Army in the field. Phase I is a 140-hour correspondence course geared to prepare students for process oriented Phase II instruction.

Combined Arms and Services Staff School, Phase II. Phase II is conducted during a six-week residence at Fort Leavenworth for AC and Active Guard and RC officers. Other RC officers attend RCCAS<sup>3</sup> in residence at Professional Development Reserve Brigade schools. Neither AC nor RC Phase II is conducted by correspondence.

Nonresident Command and General Staff Officer Course. This course develops leaders who will train and fight at tactical and operational levels. It prepares officers for duty as field grade commanders and staff officers, principally at division and corps levels. CGSOC consists of four phases and is executed by correspondence, by attending instruction presented by a Professional Development Reserve Brigade school, or by participating in a combination of both options.

## **Nonresident Studies Mission Execution**

The NRS administers the nonresident PJE program.

The course parallels, as closely as possible, the core curriculum of the 41-week resident course. The nonresident instruction is prepared by resident CGSOC academic departments and revised as needed to conform with doctrine and instruction present in the resident CGSOC. Nonresident CGSOC is organized into four sequential phases designed to be completed over a 24-month period. Students have a maximum of 36 months to complete all requirements.

Each phase consists of subcourses. Each subcourse is a self-contained block of instruction containing one or more subjective and/or objective examinations. The course is designed for completion of all subcourses of a phase before beginning another phase. Completion of all requirements within the allotted time is required or the student is permanently disenrolled. No voluntary disenrollments are allowed.

The nonresident CGSOC offers three options:

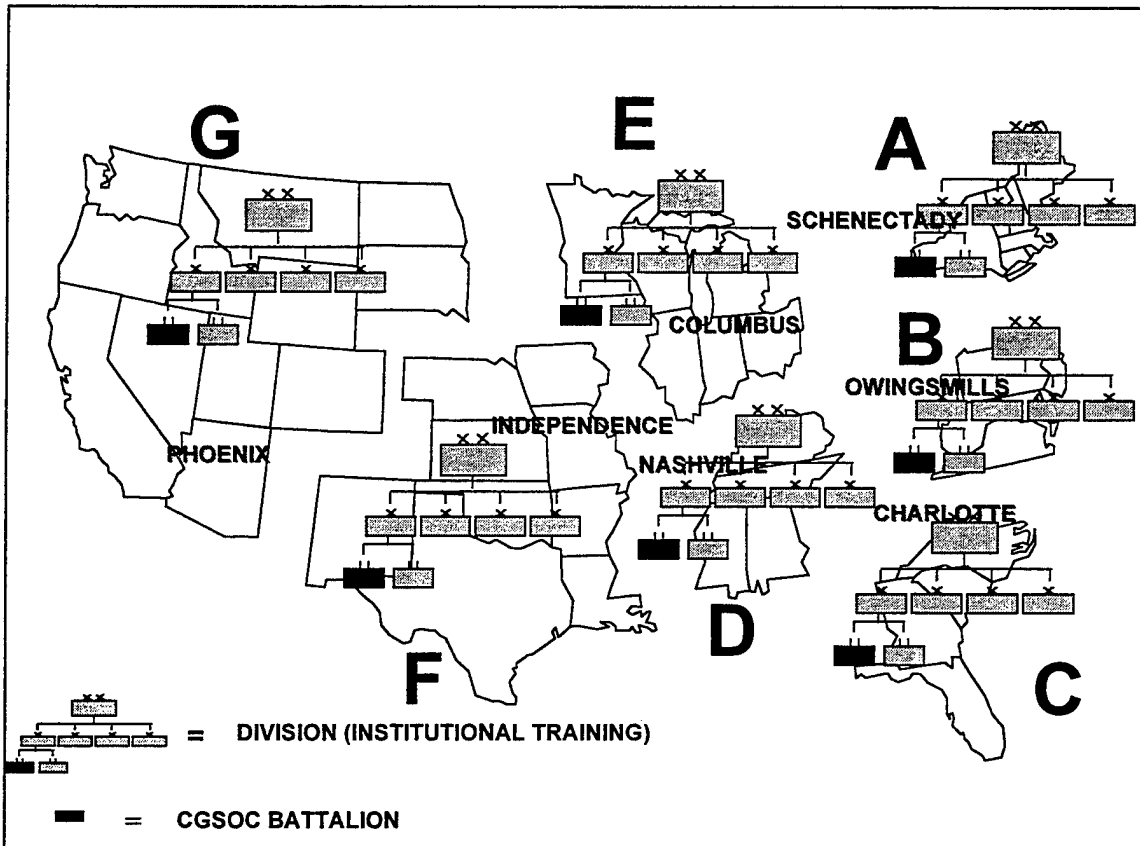
1. The "S" option is conducted by the individual student through correspondence study. Instructional materials are mailed sequentially by phases to the student. Examinations are returned to DNRS for grading and processing.

2. The "M" option is presented under the auspices of seven Reserve Divisions of Institutional Training which have approximately 150 teaching locations throughout the continental United States, Alaska, Hawaii, Puerto Rico, Guam, Germany, Korea, Japan and Okinawa. Classroom instruction is provided by RC officers at brigade schools. RC officers also grade the requirements and report the results to DNRS. The uneven-numbered phases (I and III) are taught from October through May during inactive duty training (IDT) assemblies. The even-numbered phases (II and IV) are taught in two-week sessions from June through August during periods of active duty training (ADT). Figure 4 shows the RC organization that teaches the "M" option to both AC and RC personnel.

3. Students may also complete the nonresident CGSOC by participating in a combination of both M and S options. For example, a student could complete phase I with a brigade school (M option), then take phases II and III by correspondence (S option) and return to the brigade school for phase IV (M option). Any combination will work provided a phase is completed before the switch and that DNRS is notified of the intended change of option.



Figure 4. Reserve Component Organizations That Teach Nonresident CGSOC



## THE COLLEGE'S ORGANIZATION

The College is one of the Army's largest educational institutions. It includes the major organizations described below.

### The Command Group

The Commandant is accountable for mission accomplishment and provides overall guidance for the College's operation. He also is the Commander, CAC and the Deputy Commander, TRADOC. He is assisted by the Deputy Commandant who directs and supervises the College's daily operation and advises the Commandant on all matters pertaining to the institution. The Deputy Commandant is responsible for PJE, Phase I, education. He establishes the College's PJE implementation guidance and periodically reviews the program to ensure its successful execution.

Two College deans are part of the command group: The Dean of Academics develops and executes College educational programs, including PJE; the Dean of

Students and Administration develops and executes plans to support the College's educational mission.

### **Organizations that Report to the Deputy Commandant**

**The U.S. Air Force (USAF) Element** instructs students on history, doctrine, strategy, and operational aspects of air and space power that flows from the National Security Strategy. Special emphasis is given to the Air Force's core competencies and current and future capabilities and limitations of combined air and space operations.

**The U.S. Navy (USN) Element** provides instruction in the contributions of naval forces to national security. U.S. Navy roles, missions, capabilities, and limitations in global presence and regional conflict are introduced. A primary focus of course material is Commander in Chief (CINC) campaign planning which employs naval expeditionary forces in joint and combined warfare.

**The U.S. Marine Corps (USMC) Element** presents instruction on amphibious operations as an essential element of national strategy. The instruction emphasizes the Marine Corps mission, functions, equipment, and organization. Fleet Marine Force instruction focuses on Marine Air Ground Task Forces (MAGTF), their balanced structure, their employment concepts, and on current trends in amphibious warfare.

**The Defense Language Institute (DLI)** trains, sustains, and evaluates foreign language skills under the guidelines of the Defense Foreign Language Program (DFLP). The DFLP provides the DoD and other federal agencies with linguists fully capable of supporting U.S. national interests worldwide.

**The Battle Command Battle Laboratory (BCBL)** mission is to integrate information technology, doctrine, leader development, training, and organizational systems to improve the *art of command* and flow of *timely, accurate, and relevant* information to commanders and their battle staffs. As an integrated element of the Army's Force XXI initiative, Battle Command Battle Laboratory-Leader Development (BCBL-L) provides the College unique insights into leader development for tomorrow's Army, innovative approaches to staff structures necessary to optimize increased information capabilities, and C<sup>2</sup> systems to improve the horizontal and vertical flow of information.

**The TRADOC Program Integration Office (TPIO), Army Battle Command System (ABCS)** mission is to define, coordinate, synchronize, and integrate battle command efforts for Force XXI ABCS. Its focus is not solely on material solutions but covers the doctrine, training, leader development, organization, material, and soldier areas.

**TRADOC Systems Manager, Maneuver Control System, Army Global Command and Control System (MCS/AGCCS).** The TRADOC System Manager reporting through the Commander, CAC to the Commander, TRADOC performs as the

Army's centralized manager for all combat development, training development, and user activities associated with the development and fielding of the Army Global Command and Control System and Maneuver Control System.

**The Director, Graduate Degree Programs (DGDP)** directs the MMAS Degree Program, including the Advanced Military Studies Program (AMSP) in the master's degree regimen. Students in both CGSOC and AMSP conduct individual, graduate-level research for writing (for CGSOC) a fully documented master's thesis or (for AMSP) two extensive monographs. The DGDP are central to the College's graduate accreditation by the North Central Association of Colleges and Schools.

**The George C. Marshall Chair of Military History**, established in June 1992 was the first permanent distinguished academic chair in the College's history. The mission of the George C. Marshall professor is to engage in original research, teaching, and writing in the field of military history and to serve as an academic advisor to the leadership of the College, TRADOC, and the Army.

#### **Organizations that Report to the Academic Dean**

**The School of Advanced Military Studies (SAMS)** is responsible for the entire Advanced Military Studies Program (AMSP) curriculum. It is responsible for AMSP student morale, welfare, and discipline and is the coordinator for AMSP student activities. It also is responsible for the development and operations of the Advanced Operational Art Studies Fellowship Program (a senior service school program).

**The Combined Arms and Services Staff School (CAS<sup>3</sup>)** trains officers of the Active and Reserve Components to function as staff officers with the Army in the field. CAS<sup>3</sup> students (captains) are leaders who possess the requisite skills to be effective staff officers and are technically competent and confident in their abilities to interact as full members of a combined arms staff.

**The School for Command Preparation (SCP)** organizes, administers, and conducts command preparation courses for battalion through division level command selectees and their spouses. SCP also provides simulation-enhanced tactical training for College students and faculty members.

**The Center for Army Leadership (CAL)** is the focal point for emerging leadership concepts and programs as the U.S. Army looks to the Twenty-First Century. CAL's mission is to develop, integrate, and execute leadership policies, programs, doctrine, education, and training Army wide. The Director, CAL reports to the Deputy Commandant on matters related to the DC's responsibility as Executive Agent for the Army Leader Development Program.

**The Corps and Division Doctrine Directorate (CDD)** develops operational concepts relating to corps, division, and selected brigade operations. It develops,

writes, and updates field manuals and other doctrinal material for use by the Army in the field.

**The Directorate of Academic Operations (DAO)** plans, synchronizes, and evaluates the College curricula, both near- and mid-term, and provides necessary academic support to the schools and directorates.

**The Combined Arms Research Library (CARL)** is a world-class research center for the study of the tactical and operational art of war.

The following five organizations under the Dean of Academics develop and execute the CGSOC intermediate course and PJE, Phase I:

**The Combat Studies Institute (CSI)** provides the foundation for military studies at the College by developing and presenting instruction in military history.

**The Department of Logistics and Resource Operations (DLRO)** develops and presents resource management, force management, acquisition, and combat service support instruction.

**The Center for Army Tactics (CTAC)** provides instruction in corps, division, and brigade combat operations to develop tactical, operational, and technical proficiency.

**The Department of Joint and Combined Operations (DJCO)** develops and presents instruction in the conduct of joint and combined military operations during peace, conflict, and war with emphasis at the operational level of war.

**The Leadership Instruction Department (LID)** develops and presents curriculum designed to educate officers in senior-level leadership, communications, training management, and military law. LID is assigned to CAL.

### **Organizations That Report to the Dean of Students and Administration**

**The Directorate of Student Affairs (DSA)** supervises the resident student body in all matters pertaining to its administration, discipline, and general warfare. The Director, Student Affairs is also responsible for the College Security Assistance Training Program requirements including the DoD Informational Program.

**The Directorate of the College Staff (DCS)** supervises the College's general administration, logistics, resource management, maintenance, and current nonacademic operations.

**The *Military Review* and Public Affairs Center for Media on the Battlefield** publishes the Army's oldest and most respected professional journal and integrates PA doctrine, training, and leader development for the combined arms officer. *Military*

*Review* is dedicated to promoting of military art and science and supports the College's mission.

**The Directorate of Technology (DOT)** serves as the focal point for optimum automation use in the College curricula. This includes supervising and coordinating with other departments and activities the integration and application of automated data processing systems for curricula and administrative support.

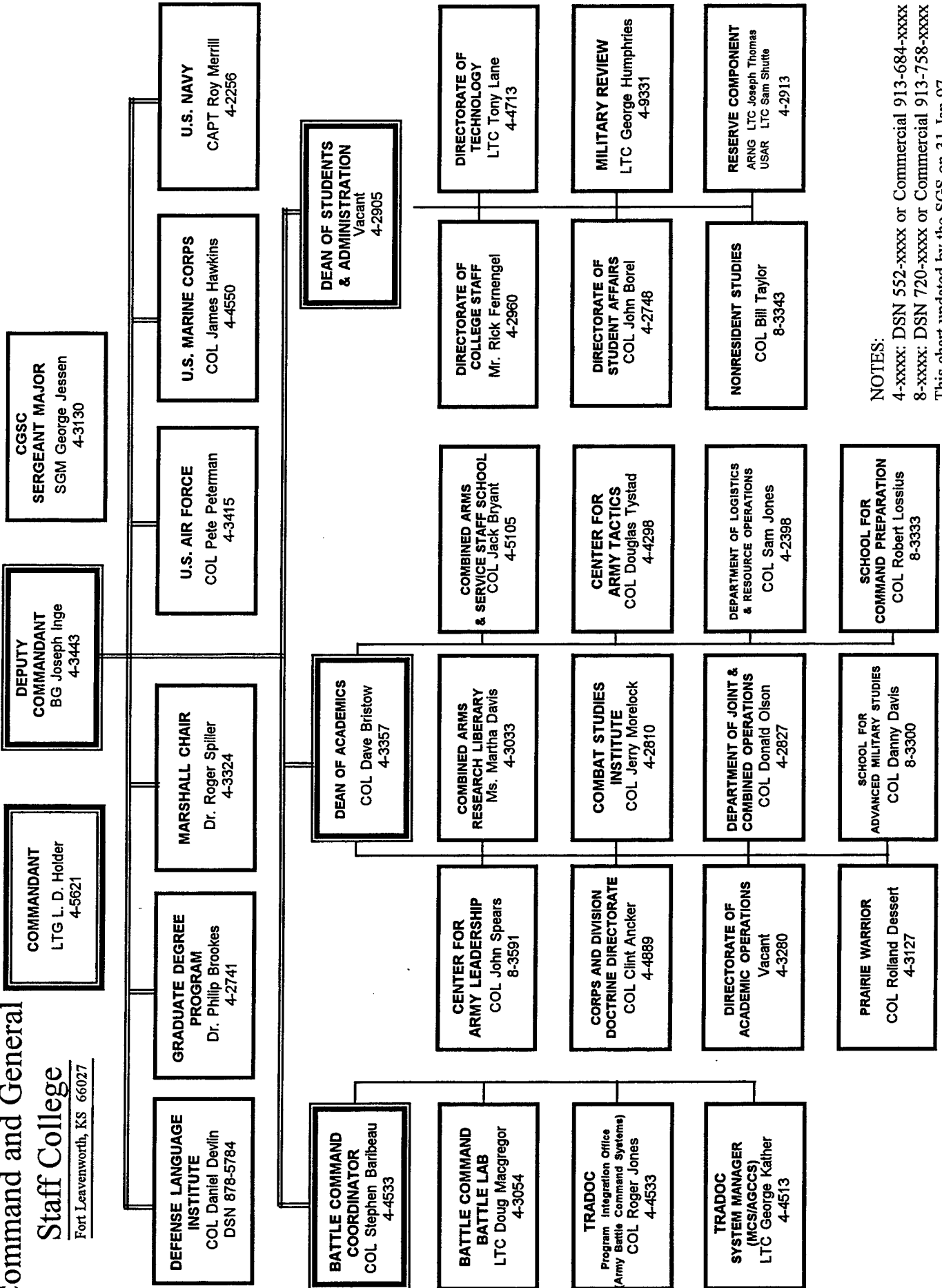
**The Directorate of Nonresident Studies (DNRS)** manages the College's nonresident programs: CAS<sup>3</sup>, Phase I (Correspondence); RC-CAS<sup>3</sup>, Phase II, and CGSOC nonresident courses.

**The Reserve Component Affairs Office** serves as the focal point for all Army National Guard and US Army Reserve matters within the College. Its personnel serve as subject matter experts (SME) on the organization and capabilities of their respective components as well as being the principal points of contact for the utilization of Army Guard and Reserve personnel in the College.

As clearly demonstrated above, the College is a diverse organization. This diversity has always been and continues to be a great strength of the institution. On a daily basis, these organizations support each other in ways that provide a unique synergy to the academic environment. From the technology in the Battle Lab to the classrooms of CGSOC, there is daily evidence of how the College experience is enhanced by its organizational diversity. No where is this more evident than through the Pre-Command Course which brings the Army Chief of Staff and his principal advisors to the College on a monthly basis. While here, these Army leaders interact with students and faculty in a variety of organizational settings. The organizational diversity at the College is unique in the Army education system. It brings together a wealth of talent that is shared across a wide-range of programs and initiatives.

# Command and General Staff College

Fort Leavenworth, KS 66027



**NOTES:**

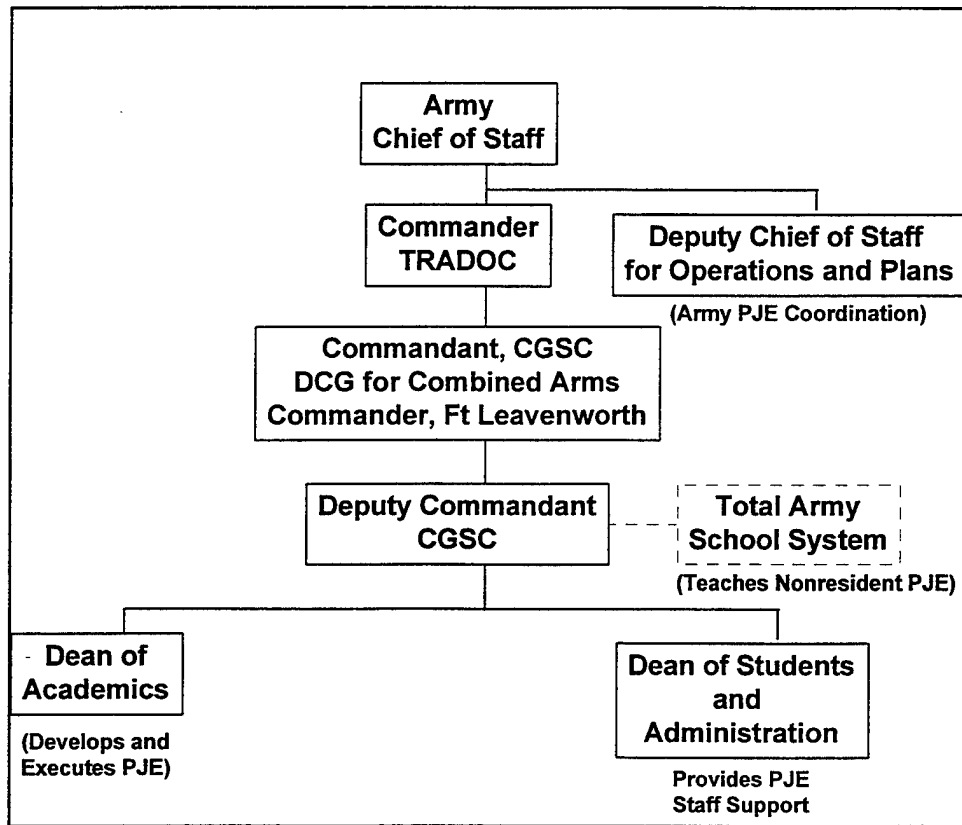
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 8-xxxx: DSN 720-xxxx or Commercial 913-758-xxxx  
 This chart updated by the SGS on 31 Jan 97

# GOVERNANCE

## Chain of Command and Committee Structure

Governance of the College comes from a variety of sources, but begins with the Army chain of command (Figure 6). The College, like all Army organizations, has a higher headquarters, in this case the Combined Arms Center, Fort Leavenworth. The chief operator of the College is the Deputy Commandant, and the Commandant is also the Combined Arms Center Commander and, a deputy to the Commander of the Training and Doctrine Command (TRADOC) headquartered at Fort Monroe, Virginia. TRADOC is responsible for most of the training and education of the Army's military and civilians. The TRADOC Commander answers to the Army's Chief of Staff.

Figure 6. The College's Chain of Command



While TRADOC provides formal governance guidance for Army schools, the College derives additional guidelines from various formal and informal Army structures (such as the Army Audit Agency) and from outside agencies (the General Accounting Office). Further sources of formal and informal College governance are its own internal and external subordinate organizations, process action teams, special functional

committees and boards, and the faculty, staff, and students. These organizations include the following:

**The College Executive Steering Committee** consists of the Deputy Commandant and College directors. The committee meets periodically to review issues related to the five CGSOC systems: funding, curricula, automation, students, faculty, and facilities.

**The College Advisory Committee**, which is chartered by the Secretary of the Army, meets annually to examine the College's operation. The committee's "reactions and suggestions" are contained in a formal report to the Secretary of the Army and the College Commandant.

**The College Academic Boards** consist of three voting members (one colonel as president and two members senior to the student). Academic boards are advisory boards convened for the purpose of determining the facts and making recommendations concerning the disposition of students who are experiencing marginal or unsatisfactory difficulties.

**The College Misconduct Boards** are advisory boards convened to determine facts and make recommendations to the Deputy Commandant/Commandant concerning a student's alleged misconduct, personal or professional conduct, or any disciplinary infraction. The board determines whether the student's overall record at the College warrants dismissal. Misconduct boards consist of three voting members, including a colonel as president and two members senior to the respondent.

**The College Graduation Boards** select students for academic awards, confer the MMAS degree, and certify students for graduation. Board members include the Dean of Academics (president); all teaching department directors; the Director, Student Affairs; the Director, Graduate Degree Program (GDP); Directors, Reserve Component Affairs and Programs (USAR and ARNG).

**The College Staff and Faculty Council** reports directly to the Dean of Academics and is composed of elected members representing each of the schools and CARL, CDD; DAO; DCS; *Military Review*; the Air Force, Marine Corps, and Navy Elements, and an Noncommissioned officer (NCO) representative. The council's purpose is to provide the means by which the staff and faculty may join with the College leaders in achieving the goal of the best possible instruction. The council also conducts special studies in areas the Deputy Commandant approves.

**The Student Survey Committee** provides interface between the student body and the faculty in matters of academic interest. The committee operates under the direct supervision of the DAO Development and Assessment Division. It is composed of one U.S. College student per section. The members provide information and assistance in support of the curriculum evaluation process.



**The Program Budget Advisory Committee (PBAC)** is responsible for planning and overseeing College resources. The Committee includes College and key activity directors who advise the Deputy Commandant on budget development, evaluate its execution, and make adjustments as needed. The College normally has three major PBAC meetings: one when fiscal year funds are received, one during the mid-year review, and one for fiscal year end.

**The Curricula Integration Committee (CIC)** provides advice to the Dean of Academics on curricula and operational issues arising from the conduct of resident and nonresident education within the College. The Dean of Academics chairs the CIC. Its members include the Dean of Students and Administration, school and CGSOC teaching department directors, the Director of Academic Operations, the Marshall Chair, the Director of Graduate Degree Programs, and the chiefs of the Air Force, Navy, and Marine Corps elements.

**The College Directors** form an informal body that includes all College directors, academic department directors, and primary staff department directors. These officials, who are generally colonels or senior civilians, exert influence over the College operations singly and in informal groups.

### **Faculty Participation in Governance**

The faculty has a key role in the College governance. The faculty develops and executes the curriculum for the College and the four schools and serves on a variety of institutional and faculty committees formed to assist in administration and policy development. The faculty also frequently meets with the Deputy Commandant and other leaders to discuss issues related to academic policy and College operations.

Within CGSOC, the faculty provides valuable input to the decision-making process through the Academic Counselor/Evaluator (ACE) program. Sixty-four members of the faculty serve as ACEs and are the principal advisors and counselors for students in each staff group. Because of their unique relationship with students, ACEs periodically meet with the Deputy Commandant, the Academic Dean, and academic department directors to provide insights and feedback on student performance, the CGSOC curriculum, and the general academic policy.

The faculty also directly influences course design and development through Post Instructional Conferences (PIC) and Curriculum Design Reviews (CDR). These two key decision briefings are held at the conclusion of every course. During these meetings, course authors and other members of the faculty make recommendations to the Academic Dean on changes needed for course improvement. Because academic department directors also attend these key decision forums, the dialogue that occurs enhances cross-departmental understanding and interdepartmental cooperation. Nonresident faculty also influence course design and development by completing CGSC Form 114, *Instructor Comment Sheets*.

## **Student Participation in Governance**

Students provide input to CGSOC curriculum and other issues through their chain of command, by formal surveys, and by student comment sheets. The student body chain of command includes the class president, vice president, and section leaders from the 16 sections. The class president and vice president attend and have an active voice in Post-Instruction Conferences and Curriculum Design Reviews. Section leaders also provide input through their chain of command concerning the curriculum and College environment in general. In addition, the Class Director's office provides a student survey committee representative to the DAD to help collect survey data on each course of instruction. Student comment sheets provide an additional, direct means for every student, individually, to submit concerns, compliments, or other opinions about the College's curriculum, instruction, academic environment, or any other topic. The comment sheets allow students to raise their observations to the attention of the Deputy Commandant and other College leaders.

## **External Advisors**

The Army in the field is a major source of input to the College decision-making process. On a routine basis, senior officers, including the Chief of Staff of the Army, visit the College for briefings, warfighting conferences, and doctrinal updates. During these visits, College leaders actively seek these officers' counsel and advice on the quality and performance of graduates. Also, the College conducts surveys of graduates and their supervision in the field to assess the relevancy of the curricula to mission accomplishment.

## **Other Service Advisors**

The Deputy Commandant uses a number of advisors to assist in the decision-making process. Those that particularly impact on PJE Phase I are the chiefs of USN, USMC, and USAF elements and the sister service faculty. These key faculty members provide input on course content and feedback on course effectiveness from their respective service's point of view.

## **North Central Association of Colleges and Schools**

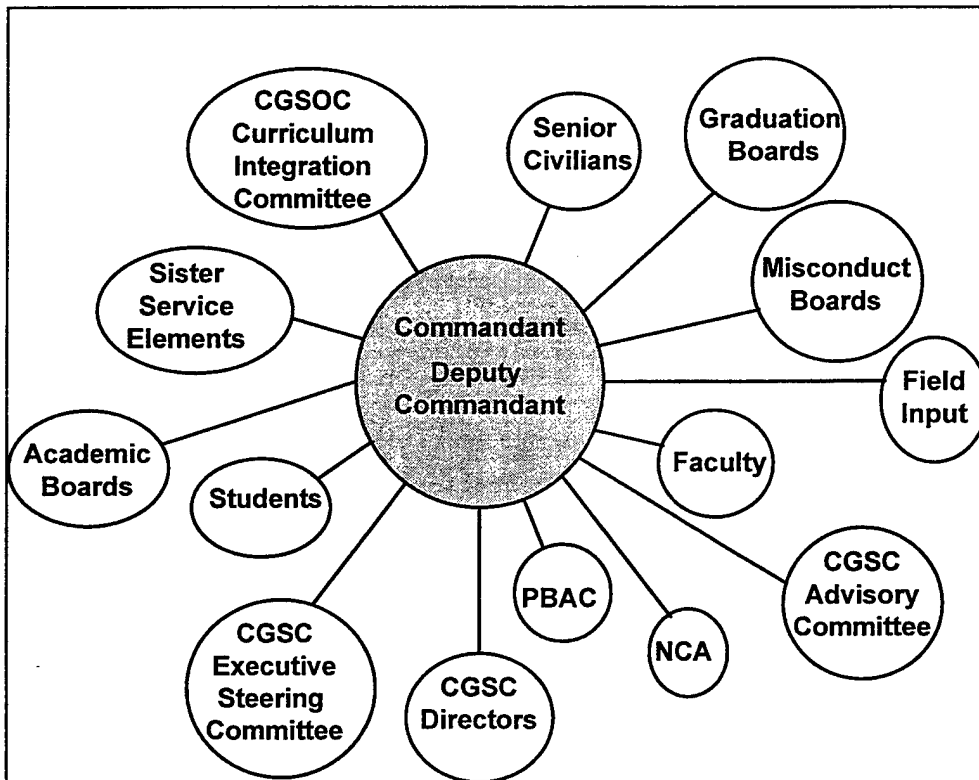
As stated, the College is accredited by the North Central Association as a master's degree-granting institution. Periodically the NCA visits the College for a reaccreditation review to ensure that high standards are maintained. As prominent civilian educators, visiting NCA members provide unique and valuable advice.

The College draws from a diversity of bodies in its decision-making process and governance process. It has direct access to the Army Chief of Staff; the Commander, TRADOC; and other senior Army leaders during their frequent visits. This access allows

the College to stay abreast of important decisions that affect military education and training. The College also has the benefit of input from many boards and committees that help guide important educational programs. These advisory bodies meet frequently with the Deputy Commandant and other College leaders to discuss important issues in a frank and open forum.

Execution of the PJE, Phase I, benefits from the College's sound organizational structure and governance system as shown in Figure 7. Policies are well coordinated and reviewed using a formal organizational structure. Likewise, formal and informal organizational activities are in place to ensure that all PJE, Phase I, requirements are met. Despite an undesirably high turnover of personnel, the College has been able to continue to maintain the PJE at a high level of excellence.

**Figure 7. The College Governance Network**



## **CHAPTER 4: THE COLLEGE PJE PROGRAM AND ITS ACADEMIC ENVIRONMENT**

Appendix C to Enclosure D, CJCSI 1800.01 identifies key areas for inclusion in a PJE Self-Study. This chapter and the following one address those areas. Chapter 4 is divided into six major parts: curriculum, students, faculty, academic evaluation and quality control, honors and special recognition programs, and instructional climate.

### **CURRICULUM**

#### **Background**

In AY 1991-1992, the college made major changes to the CGSOC resident course curriculum. The changes resulted from a year-long internal needs assessment lead by the Deputy Commandant. The needs assessment was based on a document published by the Chief of Staff, Army, in January 1990 titled *A Strategic Force for the 1990s and Beyond*. The intent of the assessment was to develop a curriculum that conformed to a number of design principles. It affirmed that a Leavenworth graduate needs a broader understanding of the world and confirmed the Army's role in selected, potentially critical regions. A focus on Europe was to remain a key part of the curriculum, but CGSOC would place equivalent emphasis on a variety of military operations around the globe. More emphasis was also to be placed on preparing for war, including mobilization, strategic deployment, contingency planning, and force tailoring. In addition, the curriculum would emphasize joint and combined operations, the reinforcement of forward-deployed forces, and low-intensity conflict. The center of gravity of the curriculum would continue to be division and corps operations.

One of the most important outcomes of the review was improvement of the sequential and progressive nature of CGSOC instruction. Before 1991, students received instruction that did not always build on previous learning. In these cases, the burden of ordering elements of instruction fell on the students. That changed with the new curriculum. The revised curriculum allows all students to progress from fundamentals to higher levels of learning in sequence.

#### **Course Design and Sequencing**

To achieve a progressive and sequential learning experience, the course is divided into five distinct areas of instruction:

1. The Preparatory program.
2. Foundation studies.

3. Application studies.
4. Advanced applications.
5. The Capstone exercise.

The focus in these areas is on planning, executing, and sustaining military operations at the tactical and operational levels of war in selected areas of the world. Students plan and study combat operations in the Continental United States, Europe, Central America, Southwest Asia, and the Pacific.

**The Preparatory Program** includes fundamentals studies completed before the student enters the College. It includes a preparatory course for international, sister service, and selected Army officers, such as doctors and lawyers, and it embraces introductory instruction for all officers during the first week of the course. Some PJE-related material is included in the preparatory course.

**Foundation Studies** begin after students complete preparatory studies. They obtain knowledge related to tactics, sustainment, force projection, and joint and combined operations. PJE objectives are integrated into the courses taught during this important initial phase of the core curriculum.

**Application Studies** requires students to apply basic knowledge in fundamental problem solving. There are three core courses: C320, Corps and Division Combat Operations; C520, Military Operations Other Than War; and C530, Theater Operations. These major courses of instruction constitute nearly 250 hours of application and higher level learning. Students are required to apply PJE knowledge in a variety of exercises and settings.

**Advanced Applications**, which are elective courses, are taught in terms II and III. During this phase, each student completes a 108-hour concentration and a minimum of three additional electives. The Advanced Application Program totals 189 hours.

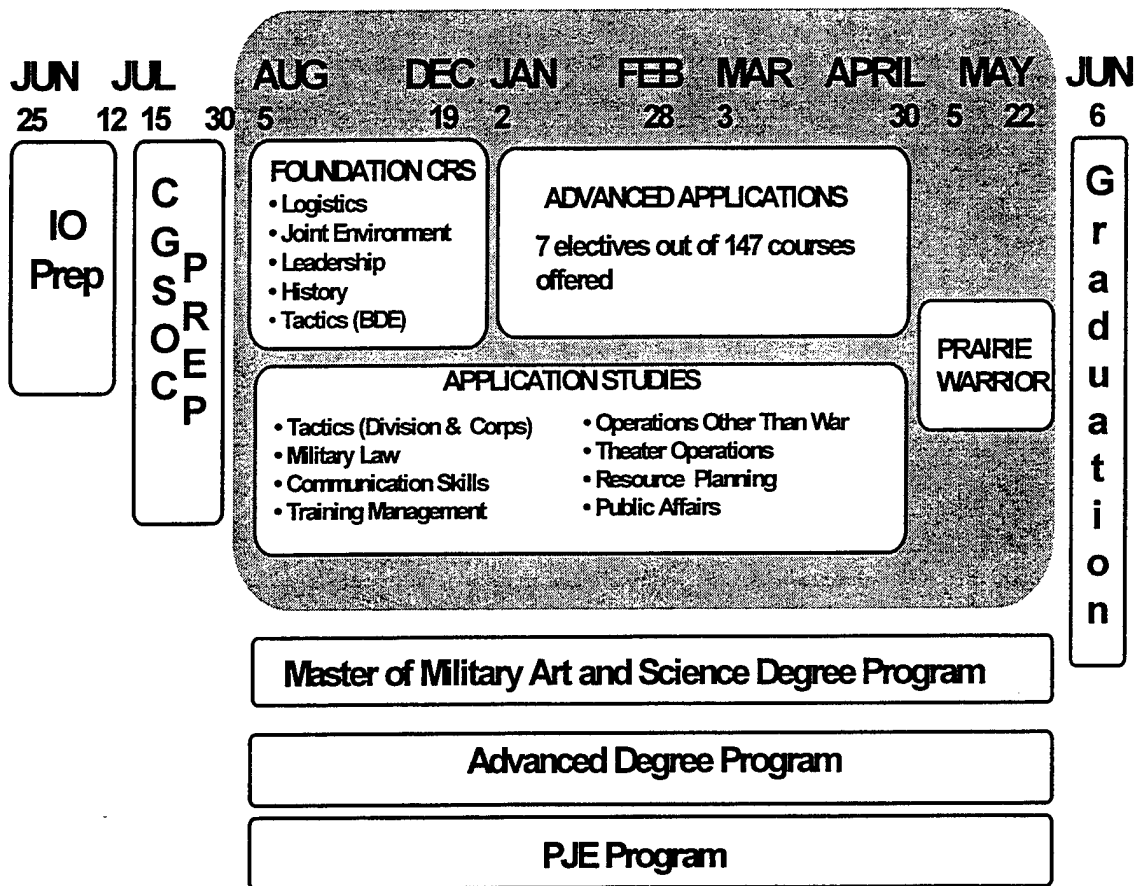
**The Capstone Exercise** is the last learning event in the course sequence. Through this 112-hour exercise, students are given a final opportunity to apply learning in a simulated combat environment. One of the key courses that helps prepare the students for Prairie Warrior is C530, Theater Operations. In this course, students apply doctrine at the operational level and plan components of a theater campaign plan. A more detailed description of Prairie Warrior and how it supports joint instruction is addressed later in this chapter.

In addition to these courses, students, also receive instruction in other important subjects throughout the year, including history, leadership, law of war, training management, critical and creative thinking, public affairs, and communication skills. The history, leadership, public affairs, and law courses all contain instruction related to the PJE. Of special note is the year-long history course, C610, The Evolution of Modern Warfare, which provides theoretical and historical insight for understanding and evaluating army, joint, and combined operations. Considerable PJE instruction is found in C610.

In sum, resident CGSOC is built on sound principles. The course's design provides for a foundation of knowledge followed by repeated learning events that allow students to apply knowledge in a variety of settings. The outcome is a student who can think, decide, communicate, and act in the planning and execution of military operations. Within these settings, PJE objectives are fully integrated throughout the course and highlighted on all course advance sheets that students receive.

Figure 8 provides an overview of the current CGSOC curriculum.

**Figure 8. Academic Year 1996-97 CGSOC Curriculum**



The nonresident version of CGSOC, whether taken by correspondence (S version), or taught by a CGSOC Reserve Professional Development Battalion (M version) is also a sequential course. In their original design, both versions were based on resident instruction focused on planning, executing, and sustaining military operations at the tactical and operational levels of war.

The present nonresident course is undergoing major revision. Scheduled for completion on 28 February 1997, this revision will ensure the S and M courses parallel the

current resident curriculum. The course will fully integrate the 23 PJE learning objectives required at the intermediate level. The revision represents a substantial amount of work by the CGSOC course authors.

### **CGSOC Resident Core Curriculum Courses that Support the PJE**

The PJE is integrated throughout the CGSOC core curriculum, which includes 11 resident core courses and the Prairie Warrior Exercise. These courses ensure that CGSOC graduates have the skills, knowledge, and attitudes needed for success in future assignments, including duty. A brief description of each course follows:

**C310--Combat Operations (128.5 hours).** This course provides the foundation for all combined arms instruction within the resident CGSOC. It is an eight-lesson course designed to increase understanding and acceptance of U.S. Army warfighting doctrine and to develop an appreciation for the complexity of combat operations at the tactical level of war. Study assignment and classroom activities address current U.S. Army tactical and sustainment doctrine; corps, division, and brigade tactics; air-ground operations; analysis of terrain, weather, and enemy capabilities; and the techniques and procedures for applying the decision-making process in the planning of combat operations. The course concludes with a battle simulation using the JANUS computer system.

**C320--Corps and Division Combat Operations (153 hours).** This course develops a comprehensive understanding of corps and division combat operations. The first half of the course focuses on the employment in Europe (a mature theater), of a forward-deployed multinational corps and a reinforcing heavy division within that corps. The second half of the course focuses on the employment in Latin America (an immature theater) of a primary light corps within a joint contingency environment. In each theater, students follow the development on a scenario through the strategic and operational levels of war and then develop tactical level plans accordingly. Students develop one corps and one division plan for Europe and one corps plan for LATAM. In addition to the three tactical plans, students will plan an in-theater move of a heavy division, conduct joint operational planning, address leadership considerations using case studies, and consider the integration of USN, USAF, USMC, and special operations forces (SOF). Students must have accomplished the learning objectives from Fundamental Studies and the C310, C410, C510, C710, and C740 courses to understand the learning objectives in C320. The primary learning method is student-centered activities related to practical exercises. Although there are some lectures and instructor-guided discussions, most of the time is spent discussing the results of student analysis and synthesis.

**C410--Operational and Strategic Logistics (27 hours).** This course provides an overview of strategic logistics, covering the CONUS sustaining base, strategic airlift and sealift, and mobilizing and deploying the total Army force (Active and Reserve), including supporting commands and agencies in CONUS. It also covers operational logistics, including CSS units operating in a forward-deployed or immature theater; theater airlift; joint logistics; and reception/staging/onward movement and integration functions. The logistics preparation of the theater mission analysis process is a tool students will learn to

use in planning for logistics support in the new force-projection Army. The course ends with a practical exercise supported by the Crisis-Action Model, personal computer (PC)-based software designed to challenge the students' analytical skills at the operational and strategic logistics levels. C410 prepares students to analyze logistics planning considerations required in C320, C520, and C530.

**C430--Resource Planning and Force Management (38 hours).** This course is a study of the processes used to determine force requirements and alternative means of resourcing requirements. The course concentrates on the ways the Army builds a capable force by structuring, manning, equipping, training, sustaining, stationing, deploying, and funding organizations.

**C510--Strategic, Operational, and Joint Environments (51 hours).** C510 introduces the strategic and operational levels of war. Beginning with an understanding and analysis of how the international security environment's complexity has prompted sweeping changes in both framing and resolving national security issues, C510 prepares students to evaluate the effectiveness of the military instrument of national power in meeting challenges posed by this environment. Students study U.S. national military strategy documents, the Defense Planning System (DPS), national C<sup>2</sup> systems, multinational operations, and the operational art while working through the strategic estimate process. By devoting an entire lesson to the U.S. military instrument of national power, by covering air, land, sea, space, and special operations forces, C510 lays much of the College's foundation in PJE. DJCO conducts C510 at the graduate level over a 10-day period, laying the foundation for critically thinking future leaders capable of evaluating and analyzing increasingly ambiguous international situations under conditions of great uncertainty.

**C520--Military Operations Other Than War (MOOTW) (45 hours).** Emphasis is on doctrinal principles, analytic techniques, case studies, and practical exercises on how units operate in this unique environment. Students examine the MOOTW environment; review doctrinal principles of MOOTW in JP 3-0, JP 3-07, FM 100-5, FM 100-23, and other applicable publications; examine and analyze various military activities of MOOTW; analyze the challenges senior-level leaders face in the MOOTW environment; apply the doctrinal tools, techniques, and procedures used to assess and plan training; conduct a mission analysis; and develop a unit training plan for a specific MOOTW activity. C520 concludes with a practical exercise in which students analyze a contemporary MOOTW activity to identify the U.S. military's role and to develop a unit training plan appropriate for the accomplishment of that mission.

**C530--Theater Operations (45 hours).** Students apply doctrine at the operational level, in planning the use of military force within the SWA theater of operations. Students prepare a strategic assessment, discuss theater operational functions, and develop a theater campaign concept that translates strategic guidance into tactical action to secure national objectives.

**C610--The Evolution of Modern Warfare (72 hours).** This course surveys and analyzes the evolution of modern warfare in terms of the theory, art, and practice of war



and OOTW from the age of limited warfare in the Eighteenth Century to the present. This course introduces the student to military theory and its relationship to military history, principles, and doctrine. It employs critical analysis to demonstrate and test historical trends in military thought and practice and to illuminate current operational issues. The course also considers these themes and issues in the political, economic, social, and technological contexts that shape military affairs in every age. The American experience receives emphasis, but is portrayed and analyzed in its broader historical context. Term I focuses on warfare through World War I. Terms II and III focus on warfare during the remainder of the Twentieth Century.

**C710--Senior Level Leadership and the Art of Command (32 hours).** This course provides an overview of Army senior-level leadership doctrine and ideas of contemporary authors in the field of leadership and organizational development. Through case studies it illustrates the challenges senior leaders face during peace and war. Students are challenged to analyze the impact of change by developing a strategy to improve a large, complex organization. The Deputy Commandant, Dean of Academics, and numerous College directors all participate in the conduct of this key leader development course, as well as many others taught throughout the year.

**C740--Military Law (16 hours).** This course prepares officers to address practical issues of fact and law in the four main areas of concern at the summary and special courts-martial level: operational law (law of war), the military justice system, nonjudicial punishment, and administrative law. The course finishes with a review of the standards of conduct.

**C750--Public Affairs (3 hours).** This course produces an awareness of public affairs planning requirements for combat operations.

**C950--Prairie Warrior Exercise (112 hours).** Prairie Warrior is the CGSOC capstone exercise. It uses the Corps Battle Simulation (CBS) System to help CGSOC students--

- Solve complex, time-sensitive tactical problems in the context of joint and combined environments.
- Practice vertical communication, coordination, and integration from brigade level command posts (CPs) up through the corps CP.
- Assist students on the student corps staff in practicing coordination and integration of joint and combined assets through JTF headquarters.
- Emphasize the joint nature of intelligence collection, management, and dissemination by replicating national (including space-based) systems.
- Practice detailed integration of air and space power.

Prairie Warrior 96 exposed students to combined (coalition) warfare challenges. British Army Staff College students, German Fuehrungsakademie (Staff College) students, and French Staff College students were actively involved in the exercise as a player unit as well as being selectively integrated into U.S. student corps and division staffs as observers. There was significant combined operations play as the U.S. corps staff faced host nation support issues in both the forward and rear areas. Prairie Warrior 97 will have similar coalition warfare focus.

Prairie Warrior provides a realistic vehicle to expose both CGSOC faculty and students to potential joint warfighting capabilities using existing technological capabilities. For example, the theater missile defense exercises demonstrated available technical means that can enhance battlefield awareness and develop accurate deep operations planning, coordination, and execution. The Prairie Warrior scenario also immerses students into both joint and combined operational environments. As such, Prairie Warrior reinforces PJE lessons taught throughout the year.

The importance of Prairie Warrior as a joint learning experience is discussed in an article in the July-August 1996 *Military Review* by the Commandant, Lieutenant General L. D. Holder, and Colonel Rolland A. Dessert, Jr., titled *Prairie Warrior: A Joint and Combined Exercise*.

Every effort has been made over the years to integrate PJE fully into as much of the core curriculum as possible. Figure 9 on the next page illustrates the result of that effort for the current academic year.

As part of the College's Accountable Instruction System, annual changes are made to the CGSOC curriculum. The following summaries changes currently being executed:

- C310--JANUS simulation practical exercise added.
- C320--Practical application using a master scenario event list exercise added.
- C530--Crisis action practical exercise added.
- C310--Order writing requirement added.
- C430--Management Science replaced by process focused on how the Army runs.
- C720--Now focused on critical and creative thinking.

The major change, however, was incorporating the new CJCSI 1800.01 requirements into the curriculum. Authors devoted substantial time and energy integrating the 23 new PJE learning objectives into the curriculum. This was made difficult by the fact that a draft CJCSI 1800.01 document was being used during the same time when authors were revising courses. Also PJE Learning Area 5 was not approved until well after the

\*\*\*\*\*CORRECTED COPY\*\*\*\*\*

(To replace Figure 9 found on page 43)

**Figure 9. PJE Resident CGSOC Matrix**

**PJE Learning Areas and Objectives  
(X - CGSOC PJE Objectives)**

COURSE	AREA 1					AREA 2				AREA 3					AREA 4					AREA 5				
	A	B	C	D	E	A	B	C	D	A	B	C	D	E	A	B	C	D	E	A	B	C	D	
C310	X	X			X	X								X								X	X	
C320	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X			X	X	X
C410	X	X		X	X		X					X				X	X	X					X	
C430			X														X							
C510	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C520	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X			X
C530	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X		X	X		
C610											X		X	X						X				
C710										X		X	X											
C740											X													
C750						X																		
C950	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X

**Courses**

- C310 - Fundamentals of Combat Operations
- C320 - Corps and Division Operations
- C410 - Operational and Strategic Logistics
- C430 - Resource Planning and Force Management
- C510 - Strategic, Operational, and Joint Environments
- C520 - Military Operations Other Than War
- C530 - Theater Operations
- C610 - Evolution of Modern Warfare
- C710 - Senior Level Leadership and The Art of Command
- C740 - Military Law
- C750 - Military and the Media
- C950 - Prairie Warrior

start of the academic year. Nevertheless, all PJE curriculum requirements were integrated into the resident course and are currently being incorporated into the nonresident course to meet the 28 February 1997 publication deadline.

**Figure 9. PJE Resident CGSOC Matrix**

**PJE Learning Areas and Objectives  
(X - CGSOC PJE Objectives)**

COURSE	AREA 1				AREA 2			AREA 3					AREA 4					AREA 5		
	A	B	C	D	A	B	C	A	B	C	D	E	A	B	C	D	E	A	B	C
C310	X	X			X							X							X	X
C320	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
C410	X	X		X		X				X				X	X	X				X
C430			X												X					
C510	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C520	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	
C530	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X		X	X
C610									X		X	X						X		
C710								X		X	X									
C740									X											
C750					X															
C950	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X

**Courses**

- C310 - Fundamentals of Combat Operations
- C320 - Corps and Division Operations
- C410 - Operational and Strategic Logistics
- C430 - Resource Planning and Force Management
- C510 - Strategic, Operational, and Joint Environments
- C520 - Military Operations Other Than War
- C530 - Theater Operations
- C610 - Evolution of Modern Warfare
- C710 - Senior Level Leadership and The Art of Command
- C740 - Military Law
- C750 - Military and the Media
- C950 - Prairie Warrior

## PJE Special Areas of Interest

The Joint Staff periodically publishes Special Areas of Interest (SAEs) that are designed to keep Joint Professional Military Education on the leading edge of joint warfighting. These SAEs serve to highlight Office of the Secretary of Defense, CINCPAC, Service, Defense Agency, and Joint Staff curricula coverage concerns. Colleges are expected to evaluate each issue for inclusion in their curricula; however, incorporation is not required.

The College makes every effort to ensure that SAEs are integrated into the PJE. Figure 10 identifies the current list of SAEs and the CGSOC courses that address them.

**Figure 10. Special Areas of Interest (SAE) Matrix**

	C	C	C	C	C	C	C	C	C	C
	3	3	4	4	5	5	5	6	7	9
	1	2	1	3	1	2	3	1	1	5
	0	0	0	0	0	0	0	0	0	0
Military Operations Other Than War		X	X		X	X		X		X
Information Warfare	X	X			X	X				X
Multinational Operations		X			X	X			X	X
Planning for Multinational Operations		X				X		X	X	X
Interagency Operations		X	X		X	X			X	X
USACOM Joint Training Overview										X
Rules of Engagement Development							X		X	X
Advanced Technologies Usage								X		X
Modeling and Simulation		X								X
Presidential Call-Up Authority in MOOTW				X	X		X			X
Use/employ of the Reserve Component							X		X	X
Weapons of Mass Destruction							X		X	
Joint Requirements Oversight Council/ Joint Warfighting				X						X
Force Protection (To be added as an SAE or learning objective per the MECC)	X	X						X	X	X

### Advanced Applications Program (APP)

The Advanced Applications Program provides students the opportunity to enhance personal and professional growth while conducting advanced studies related to the core curriculum. The program supports the long-term professional development of the students and is not merely focused on immediate follow-on duty requirements. The program also broadens student perspectives on military operations and enables them to pursue many

individual and professional needs. Each student is required to complete a minimum of 189 credit hours in advanced applications to satisfy graduation requirements. Of these, 108 hours must be in the student's area of concentration. The Advanced Applications Program consists of several components including areas of concentration, focused programs, graduate degree programs, and unrestricted electives. The Registrar publishes a listing of all advanced application courses and their descriptions by mid-September each year. Currently, CGSOC has 147 electives that support advanced applications learning. Of that number, 31 are offered by DJCO. Many electives reinforce PJE learning and the student's understanding of joint and combined operations.

### **Areas of Concentration (AOC)**

Students develop their individual AAP in coordination with their ACE. The basis for each student's AAP begins with requirements for an AOC. AOCs are designed to broaden officer's knowledge and give them the opportunity to study subjects related to their career fields in greater depth. Students take a minimum of 108 hours of AAP credit in their AOC. U.S. Army officers follow the AOC which parallels their basic branch, with the exception of Acquisition Corps Officers. They will follow the Acquisition Corps AOC. The Sister Service officers are assigned to an AOC by their respective Services, and the Director of Student Affairs, Chief, International Officers Division assigned AOCs to international officers.

There are five areas of concentration:

<u>Area</u>	<u>Responsible Organization</u>
Combined Arms Operations	Center for Army Tactics
Combat Service Support	Department of Logistics & Resourcing Operations
Joint/Combined Operations	Department of Joint and Combined Operations
General Military Studies	Leadership Instruction Department
Acquisition	Department of Logistics & Resourcing Operations

Many students designated for a joint assignment following CGSOC complete the Joint/Combined Operations AOC. This expands their joint experience at CGSOC well beyond the targeted comprehension level of learning required by CJCSI 1800.01.

### **Focused Programs**

During the Advanced Applications Program, students have the opportunity to complete a selected focused program. A focused program is a specialized program of concentrated study in a specific subject area that leads to the awarding of a skill identifier. A focused program requires from 54 to 108 hours of study. The following focused programs are offered for AY 1996-97:

**Joint Planner, Skill 3H**, which prepares officers for assignment to service or joint positions that require personnel qualified in the Joint Operation Planning and Execution System (JOPES).

**Strategist, Skill 6Z**, which educates field grade officers for future assignments dealing with national security and national military strategy issues.

**Space Operations, Skill 3Y**, which qualifies students selected for this focused program to serve in space-related positions in both Army and Joint commands.

**Military History, Skill 5X**, which identifier qualifies officers as military historians.

The CGSOC Advanced Application Program is a great strength of CGSOC. It allows students to undertake advanced studies in a wide-variety of disciplines. The program also provides students with numerous opportunities to build on PJE Phase I learning.

### **Process for Incorporating Changes into the Curriculum**

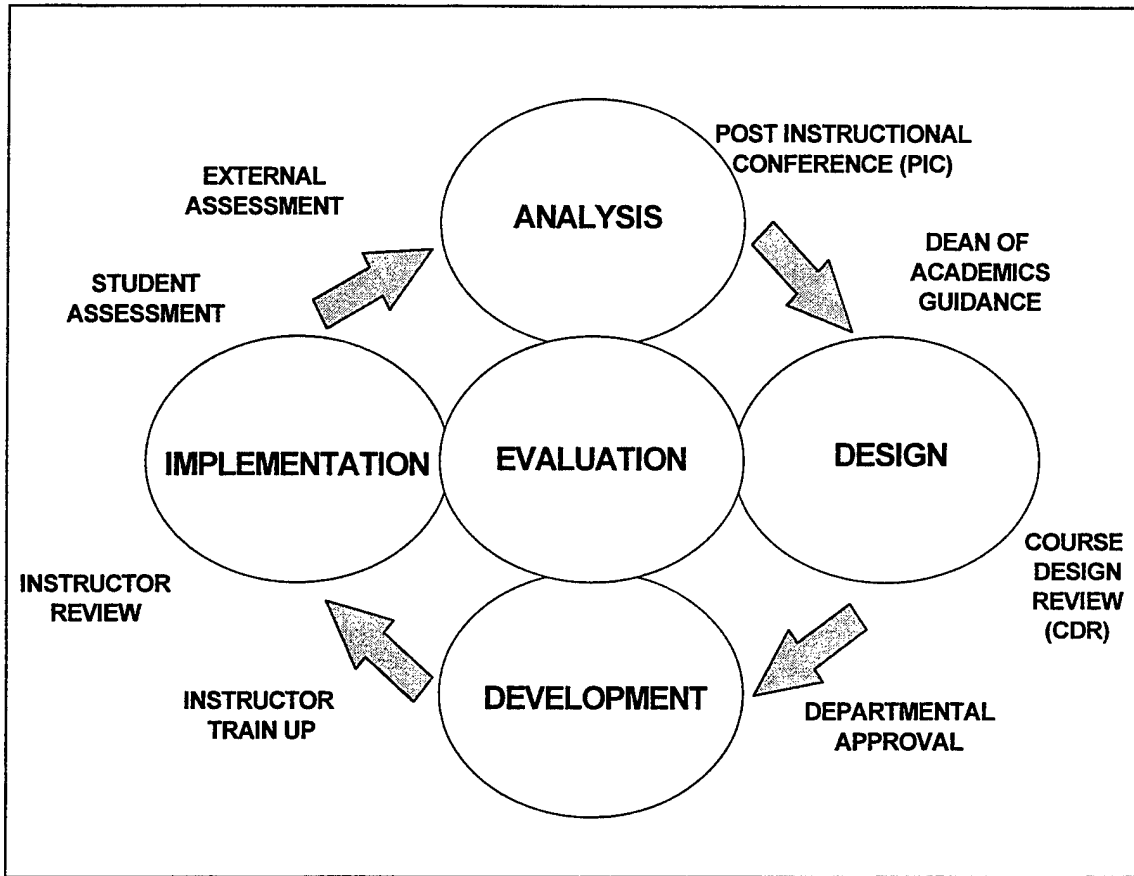
The CGSOC curriculum and PJE program changes are made using the College's Accountable Instructional System (AIS). The System ensures that changes, including joint doctrine, procedures, joint operations, are incorporated into resident and nonresident curricula in a timely and logical manner.

The AIS provides a systematic approach to curriculum development for all instructional materials and courses that support the PJE. Essentially, the AIS links course design and development to the policy and prescribed learning objectives in CJCSI 1800.1. The AIS is a modification of the Instructional System Development (ISD) model developed years ago by Florida State University and adopted by the Army as the Systems Approach to Training (SAT) process. A complete explanation of the AIS is found in CGSC Bulletin 4 and the CGSC *Author's Handbook*, 1 December 1995.

Curriculum change is based on the five phases of the AIS model. During these phases, the Dean of Academics and the College's directors conduct reviews to ensure that course materials support CGSOC mission and goals and reflect the Commandant's and Deputy Commandant's guidance. After each course, academic departments hold formal Post-Instructional Conferences (PICs) and Course Design Reviews (CDRs). PICs address the way the course was taught in terms of strengths and weaknesses; CDRs lay out proposed changes for the coming year. The Dean of Academics ensures that the PJE and nonresident instruction is addressed during curriculum reviews.

An important outcome of the curriculum review process is publication of the College's *Annual Planning Guidance*. This document summarizes important curriculum review decisions (as well as those affecting facilities and resources) and provides the framework for executing academic programs for the coming year. The PJE is always part of the guidance issued. Figure 11 describes the College's AIS.

**Figure 11. The CGSC Accountable Instructional System**



To ensure that Joint changes are made to the curriculum through the AIS process, the College actively uses many sources. Among the most important sources are the internal and external surveys that the DAD conducts (discussed later in this chapter). Other important sources are the Military Education Coordination Conference (MECC) and the MECC Working Group. Joint issues and initiatives discussed at the MECC often bear on curriculum discussions and decisions made throughout the AIS cycle. The Joint Electronic Library (JEL) and the Joint Universal Lessons Learned System (JULLS) are sources used by authors for maintaining currency in the joint curriculum. Authors and instructors also visit the unified commands to obtain current knowledge needed for curriculum updates. Personnel from DJCO actively interface with the CINC staffs to keep the curriculum current and relevant. Key personnel also visit the Armed Forces Staff College and other intermediate schools to calibrate the curriculum and the PJE. For example, in September 1996 the Dean of Academics and the College's PJE Coordinator visited the Air Command and Staff College. The PJE was an area of focus during the visit.

The PJE objectives in CJCSI 1800.01 are used by course authors as part of the needs assessment for course development. The CGSOC Curricula Operations Division



ensures that all PJE objectives are taught at least at the comprehensive level. During all CGSOC curriculum reviews, the impact of the PJE on course changes is addressed.

### **Integrating of Joint Doctrine into the Curriculum**

The Corps and Division Doctrine Directorate (CDD) is responsible for the development, management, , and integration of selected Army combined arms doctrine. CDD reviews joint doctrine in order to ensure that Army doctrine written within CAC is consistent with Joint doctrine. Through the review process, CDD also attempts to influence joint doctrine in such a way that the Army position is articulated and that it best meet the needs of the joint force commander. Joint doctrine is reviewed by the Joint and Combined Team in the Doctrine Development Division. This team maintains a comprehensive joint publication library and makes it available to faculty, staff, and students. This library informally supplements the joint publication material available in the CARL. The team also periodically informs the college departments on the distribution and availability of newly released JEL CD-ROMs and the availability of joint publications on the Internet.

CDD has doctrinal proponentcy for:

- Corps and Division Operations
- Command and Control
- Information Operations
- Combined Arms Brigade Operations
- Stability and Support Operations
- Airspace Command and Control
- Directed Energy
- Intelligence, Surveillance, and Reconnaissance
- Battlefield Nuclear Warfare

Each of these proponent responsibilities are influenced by joint doctrine and require close and continuous coordination within TRADOC, the Army, the joint doctrine community, DoD, and with selected agencies of the federal government.

The College Corps and Division Doctrine Directorate maintains liaison with the Joint Doctrine Center; Department of the Army Deputy Chief of Staff for Operations Plans-Concepts, Doctrine, and Policy Division; The office of the Deputy Chief of Staff for Doctrine of the U.S. Army Training and Doctrine Command; the Air Force Doctrine Center; the Naval Doctrine Command; the Air Land Sea Application Center; the Marine Corps Doctrine Center; the Center for Low Intensity Conflict; and internal departmental subject matter experts. Additionally, CDD maintains a working relationship the doctrinal POCs of the warfighting CINCs. The directorate has one Air Force officer attached working with the Joint and Combined Doctrine Team.

## CGSOC Learning Objectives

CGSOC instruction and learning objectives are based on Benjamin Bloom's *Taxonomy of Educational Objectives: Cognitive Domain*. Bloom's taxonomy comprises six increasing levels of learning. These levels, from the most basic to the most complex, are as follows--

- Knowledge.
- Comprehension.
- Application.
- Analysis.
- Synthesis.
- Evaluation.

All College course learning objectives are written in a task, condition, and standard format. The fact that this procedure requires authors to develop a written standard for all learning activities helps ensure that learning throughout the 64 College staff groups is uniform and consistent.

CGSOC focuses its core curriculum on the higher levels of learning by writing learning objectives that principally require students to apply, analyze, synthesize, and evaluate. For example, in many courses and electives, students develop operation orders and operation plans that require analysis- and synthesis-level activity. During *Prairie Warrior*, students evaluate their battle plans using automation.

## CGSOC Professional Reading Program

While at the College, students undertake a professional reading program designed to enhance their intellectual foundation and analytical abilities. The program requires students to read critically, to think systematically, and to communicate persuasively about the profession of arms. The long-term objective of the program is to give students the basis on which to build their own reading programs.

CGSOC academic department identifies books each student must read. Each department uses its books in the core curriculum. Departments provide students with a list of questions to focus their readings and to guide preparation of the required written analytical products. The following books are included in the program:

- *The Patterns of War Since the Eighteenth Century*, Larry Addington.
- *Makers of Modern Strategy from Machiavelli to the Nuclear Age*, Peter Paret.
- *Operation Just Cause: The Storming of Panama*. Thomas Donnelly, Margaret Roth and Caleb Brown.

- *The American Way of War: A History of United States Military Strategy and Policy*, Russell F. Weigley.
- *The Commanders*, Bob Woodward.
- *Military Leadership: In Pursuit of Excellence*, Robert L. Taylor (editor)
- *This Kind of War: A Study in Unpreparedness*, T.R. Fehrenbach.
- *Crosswinds: The Air Force's Setup in Vietnam*, Earl H. Tilford, Jr.
- *Logistics-Desert Storm and Into the 21st Century*.

Much of the content of these above books relates to jointness and reinforces the intent of PJE instruction.

### **Guest Speakers**

Guest speakers are an important part of the CGSOC curriculum. There normally is an average of three speakers per month during the academic year. These military and civilian dignitaries (U.S. and international) speak on a wide variety of subjects that enhance the educational and professional development of students and faculty. Formal guest speakers address students in Eisenhower Auditorium with the entire class assembled.

The College ensures speakers from other services are brought to the College to support PJE. Guest speakers of all Services are invited to share insights into the planning and execution of joint and combined operations. During the current academic year, the Air Force, Navy, and Marine Corps Service Chiefs will all address the CGSOC class.

Figure 12 on the next page is a list of approved guest speakers for AY 1996-1997. However, because of scheduling conflicts, not all personnel on this list may be available to speak.

**Figure 12. The College AY 1996-1997 Approved Guest Speakers**

<u>DoD/Joint Staff</u>	<u>Position or Topic</u>
Honorable William Perry	Secretary of Defense
General Joseph Ralston	Vice Chairman, JCS
Vice Admiral John S. Redd	J-5
General John Shalikashvili	Chairman, JCS
<u>Department of the Army</u>	
Lieutenant General Edward Baca	Chief, National Guard Bureau
Mr. Gilbert Decker	Chief, DCSINT Corps
Major General Claudia Kennedy	Deputy, DCSINT
Honorable Sara Lister	Asst Secretary of the Army
General Dennis J. Reimer	CSA
Honorable Robert Walker	Asst Secretary of the Army
Honorable Togo West	Secretary of the Army
General Jared Bates	DA Inspector General
<u>Service Chiefs</u>	
General Ronald Fogleman	CoS, USAF
Admiral Jay Johnson	CNO
General Charles Krulak	Commandant, USMC
<u>CINCs</u>	
General Howell M. Estes III	CINC Space (05S)
Admiral William J. Flanagan	CINCLANT Fleet
General Eugene Habiger	CINSTRATCOM
General Walt Kross	TRANSCOM
General J. H. B. Peay	CINCCENTCOM
General John J. Sheehan	CINCUSACOM
<u>TRADOC</u>	
Brigadier General Stan Cherrie	Bosnia
General William Hartzog	CG, TRADOC
General David Bramlett	CG, FORSCOM
Lieutenant General L. D. Holder	Commandant, CGSC
<u>Elected Officials</u>	
Senator Fritz Hollings	U.S. Senator
Representative John Kasich	U.S. Congressman
Senator John McCain	U.S. Senator
Senator Jack Reed	U.S. Senator
<u>Other Military</u>	
General (Ret) Colin Powell	Former CJCS
Lieutenant Colonel (Ret) Barry Bridger	Former POW, Vietnam War
Major General Romeo Dallaire	Peacekeeping, Canadian Army
Lieutenant General Thomas A. Schwartz	CG, III Corps
Lieutenant General Anthony Zinni	Peacekeeping
<u>Civilians</u>	
Carlo d'Este	Author
Elizabeth Dole	Director Red Cross
Susan Eisenhower	Author
Dr. Charles Moskos	Sociologist
Arthur Och Sulzberger	Publisher, New York Times
Sedgwick Tourison	Author, Vietnam War
Coach Roy Williams	KU Basketball Coach
Judy Woodruff	CNN Anchor

## ***Military Review*, The Professional Journal of the United States Army**

The College's bi-monthly journal, *Military Review*, is a key adjunct to the CGSOC educational experience. The journal is read by students and faculty and often used as background material for staff group discussions. Also, students often write articles for the journal while at the college.

In recent years, *Military Review* has reflected the College's intense interest in the study and conduct of joint and combined operations. At least one journal each year is devoted to joint and combined operations. In addition, other editions throughout the year have contained many articles related to joint and combined operations. In recent years, Representative Ike Skelton has written *Military Review* articles on jointness and leadership.

## **The Revised Nonresident Course Under Development**

Designated officers in the teaching departments are currently revising the nonresident CGSOC in two versions, the M course (brigade schools versions) and the S course (correspondence version). The M Course is taught by PDE brigade instructors in a field classroom environment similar to the resident course. The S course is a self-paced correspondence course.

CGSOC implemented numerous resident curriculum revisions in AY1996-1997, creating the need to revise the nonresident course to maintain consistency with the resident course. The resident curriculum changes resulted from Army downsizing and its reorientation from a threat-based to a capabilities-based Army. The focus of the resident course has been changed to encompass the broader framework of potential Army operations in a more integrated curriculum structure. The resident course also was changed to meet the CJCS's new requirements for the PJE. In 1993 the Chief of Staff of the Army implemented the concept of a "training to one standard" strategy for all AC and RC officers. The Total Army School System (TASS) requires that the nonresident course be equivalent to the resident course. Equivalency is tempered by two factors: the reserve forces training schedule of Inactive Duty Training (IDT) and Active Duty Training (ADT), and the need to train the brigade instructor in the current Army doctrine. Active Component officers taking CGSOC in a nonresident mode have time constraints similar to Reserve Component officers, and the course must fully satisfy their essential warfighting needs as well as PJE, Phase I, requirements.

One year of resident instruction is taught over a two-year RC time schedule. The RC officer must take two phases of the current course to qualify for promotion to lieutenant colonel (completing 50 percent of the current course for qualification and 100 percent within three years to retain grade). The RC officer electing to pursue promotion to colonel must complete Phases III and IV (second year) as the education prerequisite. The AC and RC officer must complete all phases to receive a Military Education Level (MEL) 4 qualification (CGSOC or equivalent graduate).

The current revision of the nonresident course is based on the core curriculum portion of the AY 1996-1997 resident course. There is a significant difference in available time for the two courses; the resident course core curriculum contains 624 hours of instruction and the *Prairie Warrior Exercise*, (while the upper limit for the nonresident course) is 400 hours.

Of particular interest in the design and development process is the treatment of tasks mandated by CJCSI 1800.01. All 23 mandated PJE Phase I (intermediate level) learning objectives are included in the nonresident course. The tasks are integrated into multiple courses. To focus instructors and students on the integrated aspects of PJE, Phase I, learning objectives, course developers are including the related PJE objective tasks statements after the terminal or enabling learning objectives in each lesson of all the subcourses.

Figure 13 on the next page shows the first- and second-year designs under development. Instruction presented in the IDT mode in the brigade school system during the October through May time frame each year provides individual knowledge, skills, and abilities. Because area demographics drive the branch composition of staff groups, these subcourses do not provide staff groups with a mix of branches and operational experience found in the resident course. Subcourses presented in the ADT mode in the brigade school system focus on the application of the knowledge and skills in solving tactical and logistics problems. These subcourses are presented in a two-week period of instruction at three central locations within CONUS, Germany, and Hawaii, where site commandants can form staff groups with a good mix of branches and operational experience to facilitate group interaction and learning. Correspondence course students progress through the subcourses in the same sequence at their own pace and can switch to the brigade school option at the completion of each phase.

The development of the M course or brigade school courseware is not merely a repackaging of selected resident course materials. Significant differences between the M course and the resident course exist, which the training developer must consider when developing course materials. Reserve Component M course students are a part-time students who balance a full time-job (military or civilian) with course requirements. Therefore, developers must more closely focus readings, homework requirements, and classroom activities on the desired learning outcomes. Because the mix of officers in the M course differs from the resident course, developers provide instructors with lesson plans that will assist in teaching groups that do not necessarily have as balanced a mix of branches and operational experience. Entry levels of students also vary greatly, from AC or RC officers currently serving in units and relatively current in their knowledge and skills to Individual Ready Reserve (IRR) officers who are not as current because of their more limited experiences and opportunities. Lesson plans necessarily include guidance for brigade instructors related to determining entry levels and methods they can use to bring students to the desired common level.

**Figure 13. Nonresident Courses  
Effective July 1997**

<u>Hrs</u>	<u>Course</u>	<u>Phase I (IDT)</u>	<u>Hrs</u>	<u>Course</u>	<u>Phase II (ADT)</u>
02	001	Phase Introduction	02	002	Phase Introduction
36	M/S 510	Strategic Operational & Joint Environments	36	M/S310B	Fundamentals of Combat Ops-Part II
11	M/S721	Senior Ldr Comm Skills	14	M/S730	Training the Force
19	M/S710	Senior Level Leadership	44	M/S320A	Reinforcing & Forward Deployed Ops-Part I
16	M/S610A	Evolution of Modern Warfare I			
25	M/S310A	Fundamentals of Combat Ops-Part I			
3	M/S750	Military & the Media			
		<u>Phase III (IDT)</u>			<u>Phase IV (ADT)</u>
02	003	Phase Introduction	02	004	Phase Introduction
16	M/S610B	Evolution of Modern Warfare II	40	M/S320B	Reinforcing & Forward Deployed Ops-Part-III
28	M/S410	Operational & Strategic Logistics	42	M/S320C	Corps Operations
20	M/S520	Military Ops Other Than War	10	M/S430	Resource Planning
22	M/S530	Theater Operations			
12	M/S740	Military Law			

In addition, the classroom environment can vary from fully equipped classrooms in reserve centers to marginally equipped classrooms in public schools or leased facilities. The brigade instructor can partially overcome inadequate facilities with quality lesson plans that provide alternate suggestions for teaching a class. Probably the most significant difference between the resident and M course is instructor qualification. Brigade instructors are not less-competent individuals, but they face a much greater challenge than resident course instructors. Brigade instructors, as a group for example, receive little training on adult-learning theories, small-group instruction techniques, or current Army doctrine. They also teach multiple disciplines in a short period of time. For instance, Phase I brigade instructors teach joint operations, communications skills, leadership, history, law, logistics, and tactics in a seven-month period. The new M course lesson plans and courseware consider these factors and fully account for the brigade instructor's dependency on the quality of the lesson plans and student materials he receives to assist in preparing to teach.

The development of the S course, or correspondence courseware, also presents special challenges. Like the M course, there are significant differences between the resident and S course that the developer must consider. The S course is often referred to as the "kitchen table" course. The typical correspondence course student studies in isolation and is totally dependent on the quality of the course materials and references to establish an adequate learning environment and to effectively develop the intended skills, knowledge, and attitudes. The nonresident correspondence course materials create a unique instructor-student relationship that "talks to" the student on paper. Instructions for practical exercises and case studies must be made clear and virtually foolproof. Instructors include such simple steps as how to assemble map sheets and work with overlays. The goal is to eliminate any frustration created by inadequate materials that may cause the student to give up on the text and attempt to complete the course by turning directly to the exam.

Key changes being made to the current nonresident course include the following--

- The 23 PJE learning objectives are being integrated.
- Course names and numbering will be the same in both resident and nonresident courses except for C720, Critical and Creative Thinking, and M/S 721 which remains Communicative Skills for Leaders.
- M/S 410, Operational and Strategic Logistics, is being consolidated into a single course taught in Phase III.
- M/S 610, Evolution of Modern Warfare, is being rewritten to reflect the current core version.
- The M/S 610 student will purchase the same books used in the core course.
- M/S 530, Theater Operations, is being added as a separate course instead of having related subjects covered in several different courses.
- M/S 710 EO/POSH being integrated.
- M/S 750, the Military and the Media, is being added.
- All resident and nonresident courses will cover the same TLOs except for C720 and M/S 721.

The DAD will provide statistical data related to the nonresident course. Developers analyze comments and suggestions from nonresident students and revise course materials accordingly. Once new courseware is approved, camera-ready copies of student issue material, instructor notes, instructional support materials, and evaluation instruments will be provided for final printing and production.



Not only is CGSOC upgrading its nonresident curriculum, it is also making use of technology to enhance the quality of instruction. In October 1996, the DNRS provided SMEs video tele-training for nonresident students taking the M course. On Tuesday and Thursday nights, the CGSOC teaching departments provided instruction on key course subjects. The VTT sessions are based on the center/satellites principal, whereby Fort Leavenworth acts as the center for this series of classes and satellites distributing SME broadcasts to 12 classrooms around the country. The SME broadcast is current and offers an inter change of ideas between student and instructor.

Figure 14 on the next page shows how PJE learning objectives will be distributed among the nonresident course under development.

On 27 November 1996, the Commandant approved a proposal to revise the CGSOC curriculum for Academic Year 1998-99. The Dean of Academics and CGSOC directors began the curriculum revision process, which includes a detailed transition plan for Academic Year 1997-98. The end state will be a modernized sequential and progressive course that reduces contact hours, saves resources, emphasizes warfighting, and fully exploits the use of technology.

The need for a revised curriculum was determined through a series of comprehensive curriculum reviews conducted by the Deputy Commandant, Dean of Academics, and CGSOC directors over a two-month period. The College leadership concluded that curriculum change was needed to ensure CGSOC keeps pace with changes occurring in modern warfare. Consequently, the revised curriculum will place heavy emphasis on warfighting and execution of combat operations.

An important part of the review process centered around the need for a curriculum that would free more out-of-class time for students and faculty individual work. Over the years, the core curriculum had grown to 736 hours, which has required too much contact time in the classroom. As a result, both students and faculty recently have had reduced time to prepare for class. The revised course will correct that problem.

A number of planning factors are being used to design the new curriculum. At the time of preparing this report, key factors include--

- Retaining the focus of the current core.
- Providing a solid warfighting foundation in Term I.
- Ensuring all PJE standards are met.
- Reducing student in-class time to an average of 4 hours per day.
- Strengthening and expanding the Advanced Application Electives Program.
- Providing students with more opportunity to conduct research.
- Using technology to enhance instruction, reduce in-class time, and save resources.
- Integrating TRADOC Common Core subjects.

**Figure 14. PJE Nonresident CGSOC Matrix**

**PJE Learning Areas and Objectives  
X - CGSOC PJE Objectives**

COURSE	AREA 1					AREA 2				AREA 3					AREA 4					AREA 5			
	A	B	C	D	E	A	B	C	D	A	B	C	D	E	A	B	C	D	E	A	B	C	D
M/S 310	X	X			X	X								X							X	X	
M/S 320	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X		X	X	
M/S 410	X	X		X	X		X					X				X	X	X			X	X	
M/S 430																	X						
M/S 510	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
M/S 520	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
M/S 530	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X		X	X	
M/S 610											X		X	X						X			
M/S 740											X												
M/S 750						X																	

**Courses**

- M/S 310 - Fundamentals of Combat Operations
- M/S 320 - Corps and Division Operation
- M/S 410 - Operational and Strategic Logistics
- M/S 430 - Resource Planning and Force Management
- M/S 510 - Strategic, Operational, and Joint Environments
- M/S 520 - Military Operations Other Than War
- M/S 530 - Theater Operations
- M/S 610 - Evolution of Modern Warfare
- M/S 740 - Military Law
- M/S 750 - Military and the Media

Beginning in AY 1998-99, CGSOC students will attend a course significantly different from that encountered by their predecessors. The course will challenge them to study warfighting via a curriculum that is fully integrated across a broad spectrum of Army and Joint operations. Their learning experiences will take them to places throughout the world where they must demonstrate the ability to plan and execute complex operations across the spectrum of conflict. The new curriculum will make maximum use of educational technology and ensure that students have adequate out-of-class time to work individually and collectively on research and classroom-related activities. It will also free time for faculty members to pursue academic excellence in their own areas of expertise. Some of the AY 1998-99 changes will be executed in AY 1997-98, reducing the core curriculum by 104 hours.

## **STUDENTS**

### **Admission and Selection Requirements**

The services establish their own guidelines for selection of officers to attend CGSOC. Described below is a brief summary of the process each service uses to screen and select students.

#### **U.S. Army (Active Component Officers)**

A Department of the Army Selection Board selects officers to attend an intermediate-level service college. The Board usually meets each fall and makes selections from the Army's basic branches, such as Infantry or Armor. Before the recent strength drawdown, the selection rate was 60 percent of officer year groups. However, under a recent policy change, the Army changed the selection rate to 50 percent.

Zones of consideration for intermediate school are structured so that officers have four opportunities for selection, beginning after their selection to major. Captains selected "below the zone" (ahead of schedule) automatically are selected for school, which accounts for a fifth year group in the selection process.

The number of officers selected for intermediate-level schools (ILS) is based on a comprehensive study conducted by the Chief of Staff, Army, in 1988 (and revalidated by DA in subsequent years). The study identified Army field positions that require intermediate-level graduates, thus providing a rationale for the number of officers selected. In general terms, the study led to a CGSOC annual target for class composition that approximates 61 percent combat arms, 20 percent combat support, and 19 percent combat service support. This target varies because of the availability for schooling of officers in each category.

Army officers are sent to a variety of schools that offer intermediate education. Figure 15 on the next page shows school quotas for AY 1997-98.

**Figure 15. Army Intermediate School Quotas**

Foreign Schools	21
Argentina	1
Australia	2
Brazil	1
Belgium	1
Canada	2
France	5
Germany	2
Italy	1
Japan	1
Spain	1
Singapore	1
United Kingdom	3
School of the Americas, Fort Benning, GA	12
Sister Service Schools	88
Air Force	44
Marine	13
Navy	31
Command and General Staff College	704
Total seats	825

### **U.S. Army (Reserve Component Officers)**

The Army National Guard (ARNG) and the United States Army Reserve (USAR) have boards that meet to consider all applications for a resident ILS. Officers desiring to attend a resident course must submit an application except for USAR Active Guard Reserve (AGR). These officers are selected based on "zones of consideration" similar to their Active Component counterparts. The officer must be a CAS<sup>3</sup> graduate and meet time-in-grade requirements as a promotable captain in order to attend the resident RC-CGSOC (10 months) or AC-CGSOC (19 weeks). Other requirements are specified in yearly intermediate or major-level service school announcements published by the National Guard Bureau and the Office of the Chief of Army Reserves. The ARNG and USAR boards meet in the fall and make selections for the 54 slots allotted the ARNG and USAR for the 10-month course. The same boards also make the selections for the 10 allocations for the 19-week CGSOC course. Boards also select officers for schooling at other service schools.

### **U.S. Navy**

After lieutenant commanders have gone through the selection process, a Navy board selects officers to attend ILS. The officers are then assigned to attend a specific

service college subject to availability of school quotas and their rotation timing by Bureau of Naval Personnel. Selection boards use specific criteria provided by the Chief of Naval Personnel in his guidance to each board.

**Figure 16. AY 1996-1997 Navy CGSOC Students**

Surface Warfare	17
Air Warfare	13
Submarine Warfare	1
SEAL	1
Supply	4
Intelligence	4
Fleet Support	4
Total Navy	44

**U.S. Marine Corps**

Selection to an ILS is a function of an annual selection board convened by the Commandant of the Marine Corps at Headquarters, USMC. All majors and major (selects) who meet the 24-month Time-on-Station requirement by the start of the upcoming academic school year are eligible for consideration. The Officer Assignment Branch, within the Personnel Management Division, develops a list of available officers from virtually all military occupational specialties. Selection to ILS continues to be exceptionally competitive. Annually, only approximately 20 percent of eligible officers are selected to attend a resident ILS course.

**Figure 17. AY 1996-1997 Marine Corps CGSOC Students**

Infantry	5
Artillery	1
Aviators	3
Armor	1
Communications	2
Combat Engineer	1
Combat Logistics	2
Combat Service Support	4
Air Defense	1
Total Marine Corps	20

## U.S. Air Force

Air Force officers for Intermediate Service School are currently identified and assigned as candidates during the 0-4 promotion board. The board identifies the top 20 percent of major selectees as ISS candidates. Each candidate has a 70 percent chance of selection during the three year window of eligibility. This "window" ensures that officers receive professional military education at the appropriate time in their careers. If selected for in-resident ISS, the Air Force makes every effort to assign students to a school based on the individual's desires and the needs of the Air Force.

**Figure 18. AY 1996-1997 Air Force CGSOC Students**

Fighter	22
Bomber	4
Mobility	15
Special Operations	5
Space Operations	4
Maintenance/Logistics	5
Reconnaissance Surveillance Intelligence	4
Other Support	5
Total Air Force	64

## International Officers

International officers in the grades of captain through colonel are selected to attend CGSOC by their respective governments. Prior to attending CGSOC, international officers must demonstrate English language proficiency by attaining a score of 80 or higher on the English Language Competency Test. Those who do not score 80 must attend an English training course at Lackland Air Force Base, Texas.

## Admission and Selection Summary

The procedures used by the Army, the other services, and the international community to select students to attend CGSOC have produced outstanding results. Each year the best and brightest officers attend CGSOC with the experience and intellect needed to perform well in a stimulating and challenging academic environment. CGSOC has always been fortunate to admit officers who have the operational backgrounds needed to reinforce the service and joint education that is embedded in the curriculum. Evidence of this strength is illustrated by the dominant mix of officers from operational backgrounds.

Likewise, the selection process for international officers has produced extraordinary results. For example, international graduates of CGSOC have gone on to occupy the following positions in their respective countries:

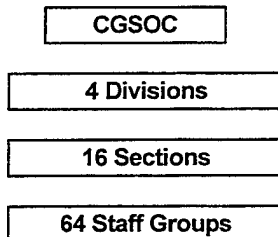
- Heads of state (23).
- Ministers, ambassadors, and appointed representatives (295).
- Chiefs of staff (armed forces or services) (275).
- General officer (2,191).

Historically, 40 percent of CGSOC international graduates attain one of the above positions. Not surprisingly these talented international officers at CGSOC have enhanced the education of U.S. officers and increased their understanding of the complexities of joint, coalition, and multinational activities.

## Student Organization and Array Information

### Organization

Students are organized into four divisions consisting of four sections each. Each section has four staff groups that become the focus of small-group instruction.



### Student Leadership

Class leadership includes a president, vice-president, 16 section leaders, and 64 staff group leaders. The College selects leaders based on dates of rank and desire to serve as a leader. All officers are eligible to serve as a leader, except International Officers and RC officers who attend the 19-week CGSOC course (from August to December).

Sister service officers share a key role in class leadership positions. For AY 1996-1997, the following leader positions are designated:

	<u>Section Leader</u>	<u>Staff Group Leader</u>
USMC	4	5
USN	4	7
USAF	0	1

## Distribution of Students

Distribution of active duty Army students attending the 10-month course is by the following groupings:

- Combat Arms.
- Combat Support.
- Combat Service Support.
- Specialty Branch.
- Acquisition Corps.

The College assures that branches related to the above groupings are evenly distributed among the 64 staff groups in the class.

For AY 1996-1997, CGSOC has 128 Sister service students (64 USAF, 44 USN, and 20 USMC). This number meets the criteria established in CJCSI 1800.01 and ensures that each staff group has one sea and one air officer. The College sister service chiefs coordinate the distribution of their officers within the staff groups using service-unique criteria. For example, USAF officers are generally distributed in three groups: those with fighter experience, those with airlift experience, and all others.

An RC officer is assigned to each staff group. Criteria for their distribution is the same as AC Army officers with consideration to balancing gaps caused by the branch distribution of the AC and regular course RC officers within staff groups.

International officers are distributed as evenly as possible among staff groups, but some staff groups will have two international officers. Additional considerations are rank and geographical area. Colonels are distributed as evenly as possible, and an effort is made to evenly distribute international officers from the following five areas: Latin America, Asia, Middle East, Europeans (includes Australia, Canada, and New Zealand), and Africa (south of the Sahara).

**Figure 19. Typical Staff Group Array**

Combat Arms Officers	6
Combat Support Officers	2
Combat Service Support Officers	2
Sister Service Officers	2
International Officer	1
Reserve Component Officer	1
International, Special Branch, or Other	1
Total Staff Group	15



**Figure 20. Demographics of Student Body**

**Resident Students**

CGSOC has a rich mix of students with varied backgrounds and experience. Class demographics for AY 1996-1997 are shown below:

<u>Services Summary</u>			
Army Active Duty			777
U.S. Army Reserve			64
NG	32		
USAR	32		
Short Course	54		
Long Course	10		
U.S. Air Force			64
U.S. Marine Corps			20
U.S. Navy			44
International Officers	90		
Total Population			1,059

<u>Rank Distribution</u>			
<u>Rank</u>	<u>U.S.</u>	<u>RC</u>	<u>IO</u>
BG	0	0	0
COL/CPT	0	0	1
LTC/CDR	14	0	30
MAJ/LCDR	797	63	50
CPT/LT	94	1	9
Total	905	64	90

<u>Age</u>			
	<u>U.S.</u>	<u>RC</u>	<u>IO</u>
Average	36	37	37
Minimum	30	31	29
Maximum	49	47	47

<u>Basic Branch Distribution</u>			
<u>BR</u>	<u>U.S.</u>	<u>RC</u>	<u>IO</u>
AD	27	3	6
AG	24	4	0
AN	4	3	0
AR	44	5	13
AV	68	11	0
CH	8	0	0
CM	27	1	0
DE	3	0	0
EN	46	2	6
FA	82	8	12
FI	6	1	0
IN	96	8	41
JA	16	0	0
MC	8	0	0
MI	75	0	4
MP	23	1	1
MS	20	4	0
OD	43	1	0
QM	47	5	1
SC	58	1	1
SF	22	0	0
SP	3	0	0
TC	25	3	1
VC	2	0	0
USAF	64	-	-
USMC	20	-	-
USN	44	-	-
TOTAL	905	61	86*

\*4 Listed as Combat Arms Officers

<b>Other Branch Data</b>				
	<u>U.S.</u>	<u>RC</u>	<u>IO</u>	<u>Total</u>
Combat Arms	332	40	82	454
Combat Support	166	3	6	175
Combat Service Support	133	14	2	149
Non-OPMD	64			64
Acquisition Corps	82			82

<b>Sources of Commission</b>	
Army ROTC	558
Army OCS	108
USAFA	20
PLC/ECP	12
DA	35
Navy OCS	24
USMA	129
ARNG	8
Navy ROTC	13
USAF OTS	19
USNA	10
USAF ARNG	0
USAF ROTC	26
MAOCS	7

<b>Personnel Demographics</b>				
	<u>U.S.</u>	<u>RC</u>	<u>IO</u>	<u>Totals</u>
Females	92	9	9	101
Males	813	55	90	958
Minorities	99	9	90	198

<b>Basic Year Group (except IOs)</b>			
1972	1	1984	287
1978	3	1985	152
1979	2	1986	69
1980	8	1987	5
1981	37	1988	1
1982	111	1989	1
1983	291	1990	1

<b>Combat Veterans</b>	
Vietnam	1
Grenada	3
Panama	18
Desert Storm/Shield	218
Southwest Asia	30
Somalia	10
Haiti	10
Rwanda	1
Bosnia	15
Other	12

<b>Military Education (except IOs)</b>	
Command & General Staff-Level Graduate	81
Command & Staff-Level Selectee	888

<b>Civilian Education (except IOs)</b>	
Masters Degree	427
Professional Degree	32
Post Graduate Degree 44	
College Graduate (BA/BS)	556

### Ninety International Students from Seventy-Four Countries

<u>Country</u>	<u>No.</u>	<u>Country</u>	<u>No.</u>	<u>Country</u>	<u>No.</u>
Albania	1	Ghana	1	Norway	1
Argentina	1	Greece	1	Oman	1
Australia	2	Guyana**	1	Pakistan	1
Austria	1	Hungary	1	Papua New Guinea	1
Bahrain	1	India	1	Phillippines	1
Bangladesh	1	Israel	1	Poland	1
Belarus	1	Italy	2	Portugal	1
Belgium	1	Jamaica	1	Qatar	1
Belize	1	Japan	1	Romania	1
Botswana	1	Jordan	2	Saudi Arabia	4
Brazil	1	Kazakstan**	1	Singapore	1
Bulgaria	1	Kenya	1	Slovak Republic	1
Cambodia	1	Korea	2	Slovenia	1
Canada	2	Latvia**	1	South Africa	1
Croatia**	1	Lebanon	1	Spain	1
Czech Republic	1	Lithuania	1	Sri Lanka	1
Denmark	2	Malawi	1	Switzerland	2
Djibouti	1	Malaysia	1	Taiwan	1
Ecuador	1	Mexico	2	Thailand	2
Eqypt	2	Moldova**	2	Turkey	1
El Salvador	1	Mongolia	1	Ukraine	1
Finland	1	Nambia	1	United Arab Emirates	1
France	1	Nepal	1	United Kingdom	2
Georgia**	1	Netherlands	1	Venezulela	2
Germany	2	New Zealand	1	Total	91

\*\*6 new countries AY 1996/97

## Nonresident Studies

The Nonresident Studies Directorate administers the nonresident CGSCOC to a wide range of students. These officers have varied military and civilian backgrounds and experiences, bringing a wealth of knowledge to the USARF classroom. Student eligibility requirements are detailed in the nonresident Catalog CGSC Circular 351-3. Below is the current CGSOC nonresident student population as of 8 December 1996.

**Figure 21. CGSOC Nonresident Student Population**

	Correspondence	CGSOC Brigade School Totals
Active Army	360	276
Army Reserve	2,246	750
National Guard	1,135	372
DoD Civilian	103	0
Sister Services	69	19
International Officers	2	0
<b>Totals</b>	<b>7,156</b>	<b>10,417</b>

**Figure 22. Nonresident Students by Rank  
(as of December 1996)**

<u>Rank</u>	<u>Active Army</u>	<u>Army Reserve</u>	<u>National Guard</u>	<u>Total</u>	<u>Percent of Population</u>
COL	15	15	1	31	>1%
LTC	157	196	43	396	5%
MAJ	2,258	2,592	1,1298	6,148	71%
CPT(P)	1,496	317	253	2,066	24%
<b>Total</b>	<b>3,926</b>	<b>3,120</b>	<b>1,595</b>	<b>8,641</b>	<b>100%</b>
<b>Percent of Population</b>	<b>46%</b>	<b>36%</b>	<b>18%</b>		<b>100%</b>

## **FACULTY**

### **Faculty Selection Criteria and Assignment Procedures for the Resident Course**

The CGSC faculty is broadly recognized as the lifeblood of the College. As with any fine institution, excellent facilities, eager students, strong financing, and a clear mission all translate into education primarily through the efforts of a dedicated faculty. CGSC's faculty is drawn from eight different populations:

- Entire Army officer pool
- Current CGSOC student population
- Army War College graduates
- Sister service officers
- Government Civil Service (Title 5)
- Government Civil Service (Title 10)
- Reserve faculty
- Army Title 11 faculty

#### **Army Officer Pool**

Officers who become faculty from the field undergo a rigorous selection process. The Department of the Army Personnel Command (PERSCOM) assigns faculty based upon the CGSC Personnel Refill Plan. Together, CAC and CGSC develop a list of needed skills by rank for the following fiscal year with an arrival window of March through June. Generic faculty criteria include field grade rank, branch qualification and graduation from CGSC or an equivalent service school. Special skills, education, and/or experience may be added (for example, experience as an XO or S-3). CAC sends this Refill Plan to PERSCOM, and PERSCOM responds with a revised, approved plan. PERSCOM then begins the selection process by forwarding candidate Officer Record Briefs to CGSC. Background and skills are screened, and candidates are nominated to directors, who either accept or reject them. In this way, the College exercises decisive authority in faculty selection.

#### **Current CGSOC Population**

Instructors who are assigned directly from CGSOC classes also endure a rigorous screening. As part of the CGSC Refill Plan, PERSCOM develops a special Military Educational Level 4 (MEL 4) Redistribution Plan. This Plan usually requires 20 CGSOC students to remain as instructors. Not only must the students attain MEL 4 (i.e., graduate from CGSOC), but they must also be branch qualified as well. The CGSOC Directors are invited to develop a by-name list of students who will remain. This list, known as the "Top Twenty," is forwarded to PERSCOM, which tries to assign as many of the requested students to CGSOC as possible. The College then attempts

to honor the by-name requests by department/directorate. CGSC has traditionally limited the number of faculty taken directly from the class because the preferred sequence is CGSOC, duty in the field, then return as faculty. Nonetheless, the College also believes that its curriculum development is well served by taking into its faculty this small number of students who have experienced the CGSOC curriculum as members of the previous class. Indirectly, this effort also benefits students in the next class.

### **War College Graduates**

Since the College has been given a mandate first to fill slots coded to support PJE and other staff slots second, an occasional Army War College (AWC) graduate becomes an instructor. These are usually non-resident AWC graduates (MEL 1). Also, some instructors complete the AWC course while on the CGSC faculty.

### **Sister Service**

The Sister services recruit officer instructors in different ways:

**Air Force.** The Director of the Air Force Element (AFELM), as the Commander of Air Force personnel assigned to the College, forecasts a position vacancy. The position is advertised world-wide on the Job Advertisement System (JAS) maintained by the Air Force Personnel Center (AFPC). The JAS includes a home page on the world-wide web, specialized software displaying the Air Force Assignment System (AFAS) in the AFELM, and interactive telephone response systems. The positions also are listed on the Joint Duty Assignment List (JDAL) and require candidates to be a recent graduate of an Intermediate Service School with preference given to CGSOC graduates. They must also fulfill the technical specialty and expertise requirements assigned to each position. AFPC provides a recommended match, but forwards all qualified candidate names to the AFELM. The Director makes the selection with which AFPC customarily concurs.

**Marine Corps.** The Officer Assignment Section of the Personnel Branch, Headquarters Marine Corps, is responsible for assigning military instructors to CGSC. When a Marine instructor billet requires a replacement instructor, the records of those officers who have volunteered and have completed Intermediate Level School (ILS) are screened. Factors considered advantages to likely instructors for receiving a favorable endorsement during the screening process are: possession of an advanced degree, prior instructor experience, proven performance in their assigned Military Occupational Specialty (MOS), and service on a joint staff at higher than division level. Specific considerations such as aviation status are also considered during the screening process. Individual personal factors (career progression guidelines, overseas tours) are also considered. The Officer Assignment Section forwards a recommendation to the Director, Marine Corps Element, who screens the candidate and makes a recommendation to the Deputy Commandant. Normally, the CGSC chain of command concurs with the proposed assignment recommendation.

**Navy.** The Bureau of Naval Personnel has replacement responsibility for military college instructors. These positions are designated joint on the Joint Duty Assignment List (JDAL) which includes a billet description and the requirement for it. All billets are coded for warfare specialists with some having additional requirements for aviators, submariners, or surface warriors. Twelve months before the incumbent instructor is due to depart, the Bureau of Naval Personnel sends a nomination to the Director of the Navy Element, CGSOC. The nominee will normally be a promotable lieutenant commander and have attained either MEL 4 or MEL 1 status, although Navy career progression does not automatically include both. The Director of the Navy Element checks the qualifications of the nominee and makes a recommendation to the CGSC Deputy Commandant whether to accept or reject the nominee. The Director has no authority to reject the nominee unless the Deputy Commandant does. CGSOC has one Navy 0-5 exchange officer assigned to the faculty. The exchange agreement was reached with the Naval War College in 1988 to enhance JPME faculty mix.

CGSC is fortunate to have an outstanding sister service faculty with superb operational backgrounds and academic credentials. The Sister Service elements maintain complete biographical information on each officer, available for review by accreditation team members. Figure 23 on the next page is a list of the current CGSC Sister Service faculty.

### **International Officers**

As with faculty members from the Sister Services, instructors drawn from the armies of other nations also enrich the perspectives and strengthen the mix of CGSC teaching personnel. These International Officers have in fact contributed to the College's educational achievements for decades. Specifically, CGSC has access to the services of two categories of International Officers.

Liaison Officers (LNOs) provide contact between their countries and CAC. They are not assigned to the College as instructors, but are available to assist with instruction.

Exchange instructors. The three exchange officers (from Canada, the United Kingdom, and Australia) are assigned as full-time CGSOC instructors. Participating countries submit instructor nominations to Department of the Army. The nomination packets are then sent from Washington to CGSC where each packet is reviewed for approval. The CGSOC academic department write the duty description for the exchange instructors, and these duty descriptions are on file at Department of the Army and are updated by CGSC as needed.

Currently CGSC has the following international officer exchange instructors (all are assigned to the Department of Joint and Combined Operations).

Canada	Lieutenant Colonel Jules Wermenlinger
Australia	Lieutenant Colonel Nicholas Welch
United Kingdom	Lieutenant Colonel Richard Goodall

**Figure 23. Sister Service Faculty  
Academic Year 1996-97**

<u>U.S. Air Force</u>	<u>Position and Operational Specialty</u>
Colonel Robert W. Peterman	Director USAF Element, Fighter Pilot
Lieutenant Colonel George K. Knutzon	Deputy Director, Fighter Pilot
Lieutenant Colonel Andrew L. Giacomini, Jr.	Instructor, Tanker Pilot
Major Philip G. Bradley	Chief, Air Force Special Operations, Gunship Fire Control Officer
Major Charles C. Floyd	Chief, Theater Warfare Instruction, Fighter Pilot
Major Keith B. Bartsh	Chief, Air Combat Studies, Bomber Navigator
Major Robert J. Bois	Chief, Doctrine and Joint Strategy, Bomber Pilot
Major Steven F. Miller	Chief, Joint Defense Planning Systems (DJCO), Airlift Pilot
Major Dustin A. Tyson	Chief, Joint Space Operations (DJCO), Space Operations
Major Michael K. Carney	Chief, Joint Information Operations (DJCO), Reconnaissance Navigator
Major Randall W. Buddish	Instructor, DJCO, Missileer
Major Scott A. Schaeffer	Joint Doctrine Author, (attached to CDD from Air Combat Command), Fighter Pilot
 <u>U.S. Navy</u>	
Captain Roy Merrill III	Director, Navy Element, Aviator
Commander Robert Brown	Deputy Director, Navy Element, Surface Warfare
Commander John Perysn	Instructor, DJCO, Aviator
Lieutenant Commander Rich Anderson	Instructor, DJCO, Surface Warfare
Lieutenant Commander Teresa Cherry	Asst Dep Dir, Navy Element, Fleet Support
Lieutenant Commander Scott Hastings	Instructor, DJCO, Surface Warfare
Lieutenant Commander Bob Kennedy	Instructor, DJCO, Surface Warfare
Lieutenant Commander Harold Laurence I	Instructor, DJCO, Submarine Warfare
 <u>U.S. Marine Corps</u>	
Colonel James M. Hawkins	Director Armor
Lieutenant Colonel Anthony J. Zell	Deputy Director, Instructor, Amphibious Operations, Aviation
Lieutenant Colonel Terrance M. Portman	Chief Joint Operations Division, Instructor, DJCO, Artillery
Major James W. McKellar	Instructor, DJCO, Infantry



## Civilian

**Civilian.** The screening process for civilian faculty also is rigorous. The College is gradually shifting from the broader category of civil service recruitment, Title 5, to the more narrow subset category, Title 10. Already, and in the future, teaching faculty are to be recruited through excepted service, Title 10.

**Title 5 Employees.** Competitive procedures are normally used to fill civilian positions covered under Title 5, USC guidelines when no other priority candidates are available. First an analysis of the position is accomplished by the supervisor or panel of subject matter experts to determine the essential tasks of the position and to identify what characteristics/experience an individual must possess to be considered a highly qualified candidate and satisfactorily perform the duties of the position.

Competitive merit promotion vacancy announcements are issued by the Civilian Personnel Operations Center (CPOC), Fort Riley, Kansas. These announcements remain open a minimum of 15 days and are available to status applicants from a variety of sources. External announcements are issued, as necessary, and are available for non-status applicants.

Basic qualification requirements for either type of announcement are established by the Office of Personnel Management (OPM). Individuals must possess the requisite education and experience to be considered eligible for appointment. Qualified applicants will be ranked and referred for consideration for selection by management at the CGSC.

**Title 10 Employees.** The Title 10 civil service selection process parallels that of the academic arena. Positions are announced using a variety of methods (i.e., paid advertising in academic journals). The CGSC departmental selection panel reviews the applications, rates the applicants, and provides a list of recommended applications to the department director. Directors conduct interviews and submit hiring recommendations to the DC, who makes the final selection.

The primary selection criteria for Title 10 faculty is set forth in CGSC Pamphlet 690-1, Appendix A, page A-1 and includes the following:

- Professional credentials as evidenced by the educational record, experience, expertise, and reputation in the field of specialization.
- Teaching ability as evidenced by vitality and effectiveness of classroom presentations, thoroughness of preparation, and interest in students.
- Publications in professional sources, active participation in professional conferences and associations, contributions to course development, and continued study in the specialized field.

- Administrative ability as evidenced by performance of duties in support of USACGSC teaching and research missions.

There are additional specific selections criteria peculiar to the titles of instructor, assistant professor, associate professor, professor, and supervisory professor/director. In general, an instructor requires a master's degree and the rest require a doctorate. Publication record and experience level are also considered.

### **Reserve Component Faculty**

Faculty selection for the Nonresident CGSOC involves both Adjunct and CGSOC Professional Development Education (PDE) Brigade School Faculty, with emphasis on recruiting quality personnel. There are 190 Adjunct Faculty members most of whom belong to the Individual Ready Reserve (IRR) and serve in inactive duty status to earn training points. These officers grade papers written by students taking the correspondence version of the Nonresident Course. The qualification criteria for adjunct faculty are listed in CGSC Circular 351-3. All hold the rank of lieutenant colonel or higher and have attained MEL 4 status. All of the adjunct faculty possess graduate degrees.

Adjunct faculty candidates submit an application packet which includes their military records and civilian resume to the Directorate of Nonresident Studies (NRS). The Chief of Student Services and the Operations Officer screen the packet and recommend acceptance or rejection of the applicant to the Director, NRS. Once accepted, each new faculty member receives a letter of acceptance and a grader packet (which includes grading guidelines from the course author) as well as all the texts that the student receives for the requirement. Approximately 60 days after faculty members receive grader packets, they begin to receive student papers for evaluation. NRS monitors new instructors using a grading profile.

The 155 PDE brigade instructors are US Army Reserve Officers. The criteria for brigade school faculty are listed in CGSC Circular 351-3. The brigade faculty serve an apprenticeship for a year, graduate from a certified Instructor Training Course, and attend an Instructor Preparation Course. All hold the rank of major or higher and have attained MEL 4 status. Brigade instructors are given their nonresident faculty assignments through their Reserve Support Command. If qualifications meet the criteria, the PDE brigade issues a "by name" request with which the Reserve Support Command normally concurs. The selection is controlled by the Division of Institutional training. CGSC is not involved in the process.

### **Title XI Personnel**

In 1992, Congress enacted into law a program (commonly known as Title XI) to provide Active Component advisors to Reserve Component units. The objective of this program is to "improve the readiness of units in the Reserve Components of the Army.

The advisors shall be assigned to full-time duty in connection with organizing, administering, recruiting, instructing, or training such units." The law mandates that not less than 5,000 Active Component soldiers will serve in full-time Reserve Components advisor positions. The great majority of Title XI personnel are assigned to Reserve combat arms, combat support, and combat service support units with a high priority for deployment. Approximately 500 Title XI personnel are assigned to TRADOC to support the implementation of the Total Army School System--a CSA-directed mission to fully integrate Active Component and Reserve Component schools. CGSC is authorized eight Title XI officers. Seven are currently on hand. Three work in CAS<sup>3</sup>, three work in CGSOC, and two work in DAO. Duties and responsibilities of the Title XI officers (both CGSOC and CAS<sup>3</sup>) consist of evaluator tasks and training developer tasks.

Each of the seven Reserve regions have Title XI officers assigned as key advisors. When filling these positions, the Army makes every effort to assign officers with experience related to the courses being taught. For example, in Region C the advisor is LTC Frank Gammon, an officer who served as an instructor and curriculum developer for CGSOC from 1992 to 1995.

### PJE Faculty

For AY 1996-97, there are 246 assigned CGSOC PJE faculty who teach, conduct research, or design curricula. Distribution is shown on the following two figures.

**Figure 24. PJE Faculty by Component**

Army	183
Navy	8
Air Force	12
Marine Corps	5
International	3
Civilian	35
Total	246

**Figure 25. PJE Faculty by Organization**

	<u>Military</u>	<u>Civilian</u>
Command Group	3	2
CGSOC Academic Departments	171	20
Directorate of Academic Operations	4	7
Corps and Division Doctrine Directorate	20	6
USN Section	3	0
USMC Section	2	0
USAF Section	8	0
Total	202	44

## Computation of Faculty Mix as Required by CJCSI 1800.01

CJCSI 1800.01 specifies that intermediate schools should have a five percent faculty from each non-host department. The mix is computed using only those military faculty whose primary duty is student instruction. The College has 176 military officers whose primary duty is CGSOC instruction. Using that number, 9 air and 9 sea instructors as required to achieve five percent each. The figure below illustrates that the College meets the standard.

**Figure 26. Non-Host Teaching Faculty**

Air Force	11
Navy	7
Marine Corps	3
Total	21

(Based on 176, the air teaching faculty is 6.3% and the sea is 5.7%).

In addition to the 21 non-host instructors indicated above, the College has the following four sister service officers whose primary duty is not student instruction:

- Colonel James M. Hawkins            Chief, USMC Element
- Colonel Robert W. Peterman        Chief, USAF Element
- Captain Roy A. Merrill              Chief, USN Element
- Major Scott A. Schaeffer            Joint Doctrine Author (attached to CGSC)

### Faculty Qualifications

CGSC has a highly qualified faculty. The majority of the military faculty hold a master's degree. Some have more than one master's degree, and some have progressed to the doctoral level. Military instructors have the operational experience, technical backgrounds, and military education required for intermediate-level faculty. Many of the civilian faculty hold doctorates and all are subject-matter experts in their fields of study. Detailed individual background information about the AY 1996-97 faculty involved in PJE will be provided to the PAJE team upon arrival. Figures 27 and 28 provide a summary of the resident military and civilian PJE faculty. Figure 29 is a summary of the Region C PJE TASS brigade military faculty currently teaching the PJE curriculum.

Figure 27. PJE Military Profile

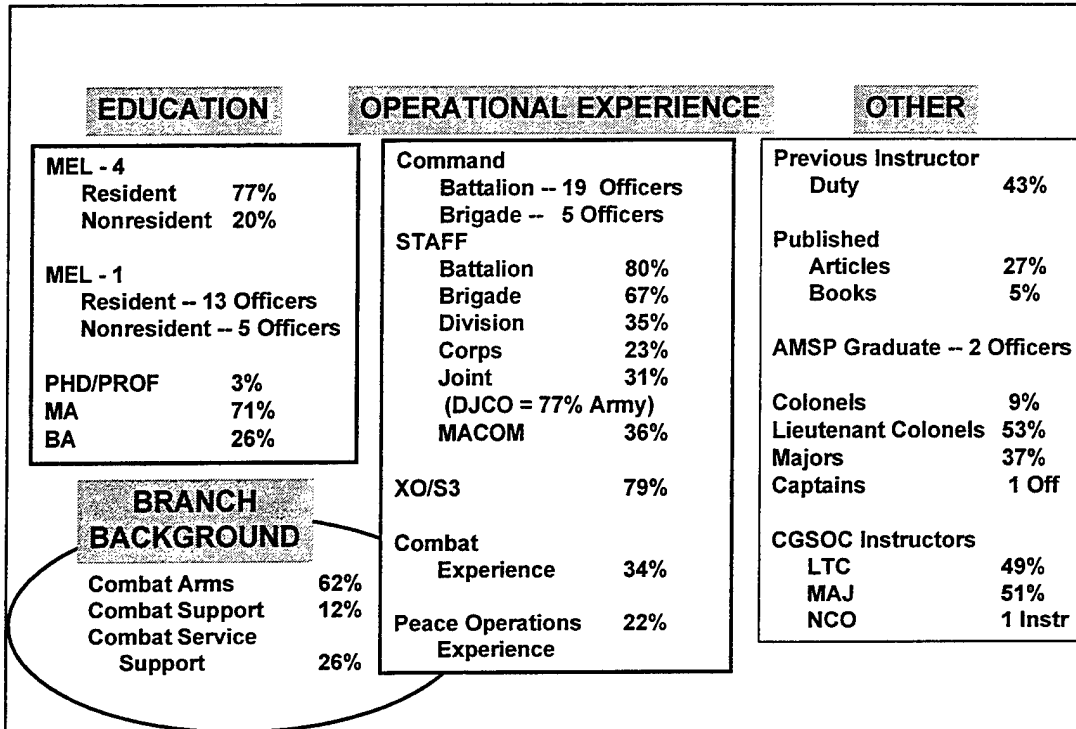
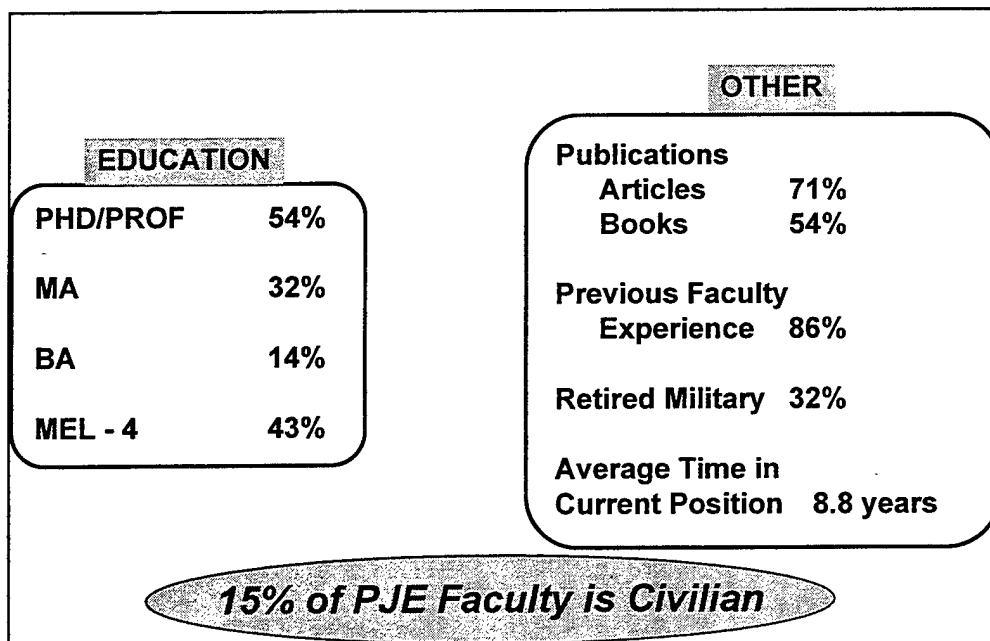
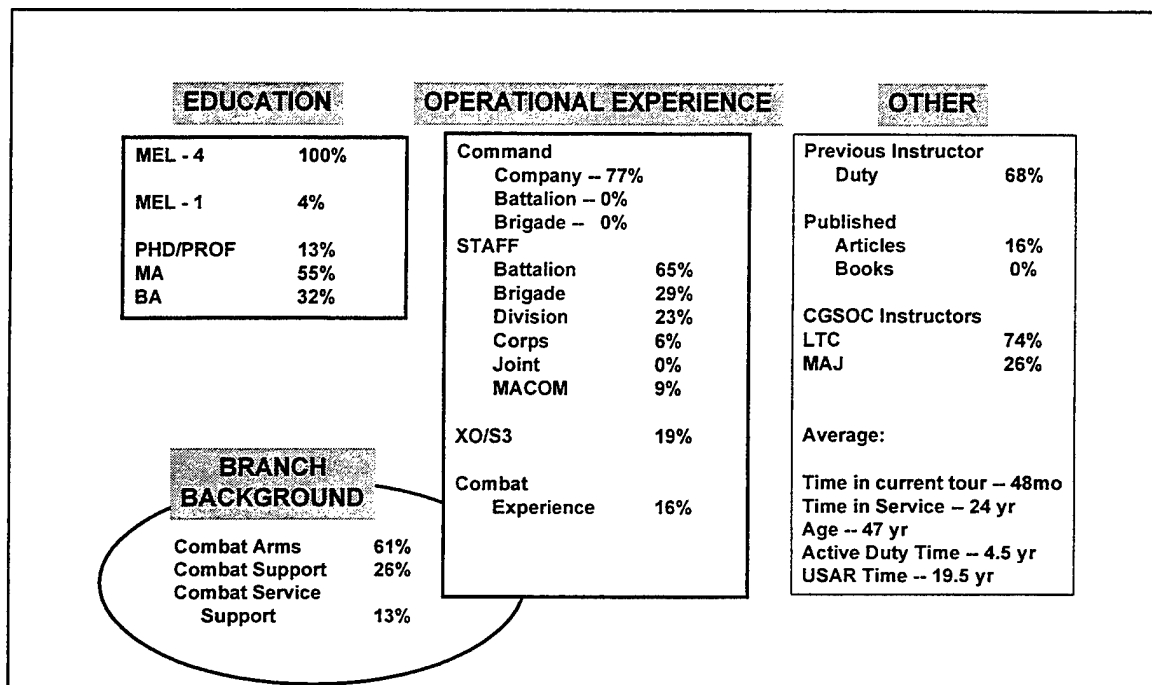


Figure 28. PJE Civilian Faculty Qualification



**Figure 29. Region "C" Military Profile**



### Intermediate School Graduates

CJCSI 1800.01 states that 75 percent of the PJE military faculty should be graduates of an intermediate level school. CGSC exceeds that standard by having over 97 percent. Also, 77 percent are graduates of an intermediate resident course. (That exceeds the 75 percent goal found in the Skelton Report.) Eighteen members of the PJE faculty are senior service school graduates.

### Student to Faculty Ratios

As a goal, CJCSI 1800.01 establishes a 4:1 student to faculty ratio. For Term I of the current academic year, the CGSOC ratio is 4:3 to 1. When the 54 Reserve Component students depart at the end of Term I, the ratio decreases to 4:1 to 1 during Terms II and III.

The College takes a conservative approach in determining who counts as PJE faculty. This practice stems from the five-month General Accounting Office (GAO) audit of the CGSC PJE program that took place in 1990-91 (as directed by Representative Skelton). During that audit, GAO personnel validated the way CGSC counts PJE personnel. Thus, the same counting procedure has been used by CGSC for the past six years. For example, there are doctrine writers assigned to the School of Advanced

Military Studies and the Center for Army Leadership who conduct research and write doctrine that contribute to the CGSOC education mission. These personnel are not included in the count because they fall outside the parameters originally allowed by the GAO. Likewise, there are personnel throughout the College who teach part-time in CGSOC. They too are not counted because their primary duty is not CGSOC instruction.

CGSC has had the same PJE coordinator since the Goldwater-Nichols Act first began to influence service school education in 1986. In part because of this advantage, CGSC has remained consistent in how it counts PJE faculty.

## **Faculty Development**

Faculty development is a shared responsibility between the College Development and Assessment Division (DAD) and the individual schools and teaching departments. DAD provides faculty with learning opportunities in adult education through theory and practice. New instructors must demonstrate their knowledge and skills in these areas in two practice sessions. Each new instructor is required to teach a practice class during this instruction. Then, each school or department has a program to develop further new instructors in their particular curricula (generally by subject matter seminars) and by requiring new instructors to observe veteran instructors' classes. DAD also teaches course authors methods related to course development as outlined in the TRADOC Systems Approach to Training Concept. The CGSC faculty development program has four phases. All CGSC Active Duty and Reserve Components field instructors must complete Phase I through III. Participation in Phase IV is optional. The four phases are as follows:

- **Faculty Development Phase I**

This phase serves as the basic CGSC faculty development course. It is a 40-hour mandatory course that provides newly assigned CGSC faculty with adult theory and methodology. Faculty Development Phase I uses small group instruction (SGI) to provide classroom experiences based on the Adult Learning Theory, the Experiential Learning Model (ELM), Learning Styles Inventories (LSI) and studies in communication and creativity. In Phase I new CGSC instructors have the opportunity to experience and practice using the small group to assist others in discovering and testing more effective means to enhance learning.

- **Faculty Development Phase II**

This phase is content-specific instruction designed to prepare the instructor to teach his or her assigned course. It is taught by the instructor's school or academic department. Additional training must be completed each time the instructor is assigned to teach a new course or when the course being taught undergoes change. Course length varies by department, but is at least 40 hours. Still further training in lesson

construction, drafting, and editing occurs when an instructor graduates to the role of course author.

- **Faculty Development Phase III**

This phase is designed to teach faculty how to become course and lesson authors. The course is based on the CGSC Accountable Instructional System (which follows the TRADOC systems approach to training). In Phase III, CGSC instructors use the knowledge they gained about adult learning theory, the experimental learning model, learning styles, and small group instruction to develop effective CGSC courses. Attendees take part in exercises that teach the five phases of the CGSC Accountable Instruction System, including the products and requirements of each phase of the system. Participants work through the AIS process and develop instructional materials for use in their assigned courses.

- **Faculty Development Phase IV**

This phase consists of ongoing professional development courses and other enhancement opportunities. Phase IV consists of a variety of conferences, in-service programs, and workshops designed to meet the needs of the faculty. A recent example is the "Chautaugua Series" offered by the Development and Assessment Division. Chautaugua offers to each school or department subject matter expertise on developing standards to identify critical student behavior.

DAD also recently started a series of Brown Bag Lunch Workshops as part of Faculty Development Phase IV. So far 16 workshops are being offered on topics such as:

- Using learning styles to enhance learning
- Bloom and evaluations
- Questioning techniques
- Instructor reality--instructor distortion
- Relevant assessment for you and your students
- Joint awareness

A joint faculty development opportunity took place on 13 November 1996 when three members of the United States Atlantic Command Deployable Joint Task Force Augmentation Cell visited the College. They gave a timely and very informative overview of lessons learned from selected operations and exercises. Over 60 faculty attended the presentation, which had a direct link to PJE instruction taking place at that time in Term I.

Awareness of the PJE Phase I program is incorporated into Phase I and II of the CGSC faculty development process. Faculty become familiar with CJCSI 1800.01 and the way the content of that document impacts on the College and joint accreditation.



It should be noted that Faculty Development Phases I and II constitute partial requirement for award of the Army Instructor Skill Identifier, 5K.

## **ACADEMIC EVALUATION AND QUALITY CONTROL**

The effectiveness of instruction at CGSOC, to include PJE, is measured by an extensive and comprehensive evaluation program, using both internal and external sources. Internal sources involve students, faculty, and staff. External evaluation sources involve graduates and their supervisors, as well as senior leaders of graduates. These measures enable the College to accurately evaluate all aspects of CGSOC students, curriculum, and faculty.

The Development and Assessment Division (DAD), Directorate of Academic Operations, develops and administers evaluation, programs and policies used at CGSC. Based on the results of its evaluations the DAD staff provides statistical and other information on completed instruction to the Deputy Commandant, College Directors, and course/authors/instructors--and especially the Academic Dean, who is responsible for PJE program execution.

This chapter is divided into two principal parts: evaluation of student achievement and curriculum evaluation.

### **CGSOC Student Evaluation Philosophy**

Evaluation is a cornerstone of the leader development process at CGSOC. Through evaluation, instructors provide students the feedback needed to develop into leaders who understand the warfighting mission of the Army. Evaluation is complex because performance in a small group environment cannot always be described by a systematic set of rules. Evaluation, in most cases, will therefore rely greatly on the instructor's expertise, experience, and judgment. Instructors provide feedback which clearly indicates how each student performs against written course standards. Requirements for providing this feedback are outlined in Annex A to CGSC Bulletin 3. Departments are expected to develop additional guidelines outlining how specific feedback will be given for their courses.

CGSOC focuses on the development of an officer's analytic capabilities and creative thought processes. Consequently, most evaluation feedback will be subjective, based on essays and short papers, oral presentations, staff group contributions, knowledge of homework assignments, and many other behavioral manifestations of the learning process. Although subjective evaluation places a greater challenge on instructors, it is a natural extension of small group instruction (SGI).

In the SGI learning environment of CGSOC, instructors are expected to provide frequent evaluation and feedback to students on a daily basis in the classrooms. Evaluation also occurs more formally when instructors provide comments on the

numerous written products CGSOC students prepare throughout the year. At still other times, evaluation and feedback take place when instructors meet students outside the classroom to critique performance and provide counseling. As a result, grades awarded to students on completion of a course should produce no surprises.

### **Evaluation of Student Achievement (The Resident Course)**

The governing document for the resident course evaluation is CGSC Bulletin 3, CGSC Student Evaluation, Graduation, and Awards/Honors Policy. At the beginning of the school year, the Academic Counselor/Evaluator (ACE) for each staff group outlines the student evaluation process, graduation standards, and CGSOC's academic policies, as well as the student's role in curriculum and faculty evaluation. Prior to the beginning of each course, students receive advance sheets which provide detailed instruction on the scope, course learning objectives, and evaluation procedures used for each course.

Evaluation methods include written examinations, quizzes, practical exercises, essays, and classroom participation. Authors develop evaluation plans for each course, then each evaluation plan and test instrument is reviewed by the Development and Assessment Division. Students receive the evaluation plan either in the advance material for each course or by a copy being posted on the staff group bulletin board at the start of each course. A detailed explanation of evaluation instruments is found in the CGSC Author's Handbook.

In practice, evaluation feedback to students is presented in many forms. When students present either papers or briefings for grades, instructors will give them feedback using CGSC Form 1009, "Evaluating Writing and Speaking." Instructors and students also use this form as a coaching guide for improving drafts and rehearsals. Most often, feedback is given using CGSC Form 1002, "CGSOC Evaluation Form," which supplements the verbal and written feedback instructors provide throughout the course. At the completion of the CGSC year, students receive a comprehensive Academic Evaluation Report (DA Form 1059) that describes achievement in narrative format. CGSOC forwards this report to the Department of the Army and it becomes a permanent part of the officer's official personnel file. Figure 30 on the next page is an overview of the Resident Course CGSOC Student Evaluation Plan for AY 1996-97.

Ultimately, all student performance is based on achievement of published standards established in course terminal and enabling learning objectives and forward in course advance sheets. The result is a grade for each course on how well students perform against specified standards. CGSOC uses the following grades:

- **A grade of "A"** is awarded when the student **clearly exceeds standards** for course learning objectives. The student must make consistent, quality contributions to staff group learning by active participation and discussion (a catalyst for action). The "A" student always produces clear, concise, and substantive written papers and briefings.

**Figure 30. Student Evaluation AY 1996-97**

Course	Instrument	Standards	% of Grade	Remarks
C310 Combat Operations	Quiz	Short Answer	5	
	Examination	Short Answer	25	CTAC/DLRO
	Written	OPLAN (BDE)	25	
	Simulation	OPLAN (BDE)	20	JANUS
	Participation		25	
C320 Corps & Division Operations	Exam #1	Short Essay	20	OPLAN (DIV) CTAC/DLRO/DJCO
	Exam #2	Short Essay	20	OPLAN (CORPS) CTAC/DLRO/DJCO
	Written	OPORD(Division)	20	
	Written Participation	OPORD (Corps)	10 30	
C410 Operational & Strategic Logistics	Examination	Short Answer	30	
	Presentation Participation		50 20	
C430 Resource Planning & Force Management	Exam #1	Short Answer Multi-Choice	25	
	Exam #2	Short Answer Multi-Choice	25 30	1500 Words
	Written	Essay	20	
	Participation		20	
C510 Strategic Operational & Joint Environments	Examination	Short Essays	30	
	Presentation	25 minutes	10	Group Grade
	Written	Argumentative Essay	20	
	Participation		40	Optional Quizzes
C520 Military Operations Other Than War	Examination	Short Essay	40	
	Written	Operation Plan	30	Peace Ops
	Presentation	Case Study	15	
	Participation		15	
C530 Theater Operations-	Examination	Short Essay	30	Analysis of A CONPLAN
	Presentation	Service Component	10	
	Presentation	Concept Plan	20	
	Participation		40	
C610 Evolution Of Modern Warfare	Written	Essay #1	10	
	Written	Essay #2	25	
	Written	Essay #3	25	
	Participation		40	
C710 Senior Level	Written	Essay #1	15	In Class, 500 words
	Written	Essay #2	15	Take Home Leader- ship, 1500 words
	Written	Essay #3 1500 words	40	Take Home,
	Participation		30	
C720 Critical & Creative Thinking		Not evaluated test course in AY 1996-97.		

- **A grade of "B"** is awarded when the student **achieves standards** for course learning objectives. This is the expected level for most CGSOC students. The "B" student actively contributes to learning within the small group. Written and oral communications clearly and accurately convey the intent of the graded exercise.

- **A grade of "C"** is awarded when the student **marginally meets standards**. A "C" student has difficulty performing some of the course tasks, struggles with written and oral communication, and/or seldom makes a meaningful contribution to classroom discussions. In courses that require performance at higher levels of learning, the "C" student experiences difficulty with synthesis and evaluation and produces products with numerous errors.

- **A grade of "U"** is awarded when the student clearly **fails to achieve course standards**. Marginal or satisfactory performance has been attained in some learning objectives, but overall performance in the abilities listed in Part II of the CGSOC Form 1002 is unsatisfactory. A "U" student rarely participates meaningfully in staff group discussions and may fail to turn in written products up to standard or on time.

- Pass/Fail grading is rarely used at CGSOC and only as an exception to policy.

Since CGSOC is accredited as a graduate level program, the standard for the course (like other graduate programs) is a "B" average. Students who fall below a "B" grade point average (GPA) will be placed on probation. Students are given one term or two courses to raise their GPA to a 3.0. Failure to raise the GPA will result in an appearance before an Academic Board for possible dismissal. Students who receive a grade of "U" will also appear before an academic board.

Students must remediate any course work that does not meet standards. If a student receives a "U" grade in any course, the department director initiates a memorandum to the Dean of Academics. The department director reviews the student's record and recommends that an Academic Board be convened. The Dean of Academics has final approval of recommendations to convene an Academic Board. If a student receives a "U" grade in a core or Advanced Applications course, that grade is placed on the transcript even after proficiency has been attained through remedial work. To allow the Registrar to monitor remedial programs, departments notify the Registrar as to how the student is to remediate, time to complete the remediation, and when remediation has been completed. The Registrar maintains a remediation roster. The Academic Board will make a recommendation to the Graduation Board as to what should be annotated on the student's end-of-course Academic Evaluation Report that is forwarded to Department of the Army.

Instructors and ACEs counsel students who perform in a marginal or unsatisfactory manner and formally record the results of each counseling session. Counseling specifies shortcomings and provides suggestions for improvement. Department directors refer students who fail to improve performance after counseling to an Academic Board.

Students are subject to dismissal if they fail to meet course standards and respond to counseling. CGSC Bulletin 12, ("CGSC Academic Misconduct, and Graduation Boards, and Student Dismissal Procedures,") describes dismissal policy.

### **Evaluation of Student Achievement (The Nonresident Course)**

The governing policy for the Nonresident Course is CGSC Circular 351-3, CGSC's Nonresident Catalog. This catalog, mailed to students as part of their advance packet, outlines the student evaluation process, graduation standards, and CGSOC's academic policy, as well as the student's role in curriculum and faculty evaluation. Then, prior to the beginning of each course, the students receive an advance book which provides detailed instruction on the scope, terminal learning objectives, and evaluation procedure used for that course. The nonresident CGSOC program is a sequentially phased course of instruction. In the "M" option (for brigade schools) evaluation methods include written examinations, practical exercises, essays, and classroom discussion. Written examination and essay are the evaluation methods used in the "S" option (correspondence).

CGSOC designs the Nonresident Course to parallel the resident course. However, most nonresident evaluation is objective, the exception being is that the nonresident adjunct faculty grade all five writing requirements for the correspondence students. Authors develop evaluation plans for each Nonresident Course, and even written requirements are given a numerical grade using the point system.

As in the resident course, all examination evaluations are based on course learning objectives. A student must attain a grade of 70 percent or better on examinations to complete a subcourse successfully and must attain a "C" or higher on the oral briefing and all subjective requirements. The grade point average is the weighted average of all requirements. Necessarily, evaluation feedback for the Nonresident Course students is slower than for resident course students. Students in the nonresident program are required to demonstrate mastery of course learning objectives in a variety of ways. In the M-course, for example, the following evaluation instruments are used:

- 10 Examinations
- 4 Short papers
- 3 Essays
- 1 Case Study

Students in the M-course also are graded on class participation. In the correspondence version, students take 13 examinations and write three essays graded by adjunct faculty.

The process of remediation in the Nonresident Course is less formal than the resident course. If students receive less than 70 percent on an examination. NRS requires them to study the same material again and then take a different examination. If the student fails to achieve 70 percent or better on the first retake examination, he or she is in academic jeopardy. The student may pass the exam on a third attempt, but will not be allowed a third attempt on a subsequent requirement. If the student needs another third attempt, he or she is permanently disenrolled.

As stated in CGSC Circular 351-3, students may be disenrolled for academic failure, failure to complete the course within 36 months, failure to comply with the standards of academic ethics, enrollment under false pretense, upon retirement from military service, and voluntarily if selected for attendance at the residence course. Students may appeal dismissal through their chains of command (M option) or through the Director, NRS (S option). The College convenes academic boards to review academic dismissals when required.

### **Curriculum Evaluation**

As with student evaluation, CGSC has a comprehensive curriculum evaluation system. The system uses both internal and external evaluations to identify deficiencies that lead to curriculum modification. Internal evaluation looks at how instruction was designed, developed, and implemented in accordance with the CGSC Accountable Instructional System (AIS), TRADOC directives, CJCSI 1800.01 and other applicable guidance. External evaluations measure the acceptability and effectiveness of CGSC graduates and products used by the Army in the field and the Joint Community. The Development and Assessment Division (DAD) coordinates all internal and external evaluations.

To conduct internal CGSOC curriculum evaluations, DAD uses at least four of six areas on each assessment:

- Student perceptions through surveys
- Course author perceptions
- Course materials
- Observations
- Focused groups
- Historical data

Core courses are surveyed annually and Advanced Applications (elective) courses at least every two years. DAD provides evaluation results to the Academic Dean, teaching department directors, Chief, Curricula Operations, and the PJE Coordinator.

To perform a complete analysis of CGSC's ability to meet the needs of the field, DAD conducts external evaluations not less than every five years in each school, and

CGSOC. External evaluations are constructed in a "360-degree format" to include data collection by the graduates, their supervisors, their peers, and their subordinates.

For each internal and external survey completed, DAD prepares a detailed written report.

PJE is an important part of the CGSOC evaluation program. As a model for PJE evaluation, DAD uses the three of the following six standards found in Appendix B to Enclosure D, CJCSI 1800.01.

- Standard 1. Develop joint awareness, perspective, and attitudes.
- Standard 2. Employ predominately active and highly effective instructional methods for the subject matter and desired level of learning.
- Standard 3. Assess student achievement.
- Standard 4. Support the needs of the joint community.
- Standard 5. Conduct a quality faculty recruitment, selection, assignment, and performance assessment program.
- Standard 6. Conduct faculty development programs for improving instructional skills and increasing subject matter mastery.

Internal evaluation provides data about instructional methods (Standard 2) and student achievement (Standard 3). External evaluations focus on feedback about student achievement (Standard 3) and support for the joint community (Standard 4).

DAD surveys the faculty as changes within any of the schools affect faculty members. The CGSOC faculty was surveyed in AY 95-96 (based on Planning Guidance for AY 96-97) about their perceptions of research projects. Academic Counselor Evaluators (ACEs) were surveyed in AY 95-96 about their perceptions of the Advanced Application Program (AAP) registration process and in AY 96-97 about their perceptions of the P900 Writing Course. This year, DAD will survey ACEs concerning the CGSOC electives registration process.

For resident and nonresident CGSOC courses that have substantial PJE instruction, the following PJE survey questions appear on all end-of-course surveys:

- The course made me aware of joint operations issues.
- I saw relevance of joint and multinational issues in this course.
- The course contributed to my ability to apply joint staff officer skills.

- The course enhanced my understanding of multiservice employment in joint operations.
- The course enhanced my understanding of joint and combined operational issues.

For courses that contain limited PJE instruction (such as C740, Military Law), the following single question is asked to ensure that students understand the course's linkage to joint instruction.

- I understand how this course supports the Program for Joint Education.

External PJE feedback is a key to program success. DAD has an aggressive program. This year DAD will survey the 1995-96 CGSOC class in their current duty assignment, (Army, Joint, and other service). The survey will include U.S. Navy, U.S. Marine, and U.S. Air Force graduates. Graduates, supervisors, and subordinates will provide feedback. DAD will also assess joint curriculum effectiveness in conjunction with a Combat Studies Institute Staff Ride and through a Video Teleconferencing Session. For faculty members who visit joint commands, DAD provides ten questions for use on PJE program feedback.

A centerpiece of PJE evaluation is feedback from CGSOC graduates attending PJE Phase II at the Armed Forces Staff College. For four years, CGSC has surveyed Phase II students and their instructors as a means to identify CGSOC shortfalls, strengthen curriculum linkage between the two institutions, and identify how well CGSOC has prepared students for Phase II instruction. Students and instructors are asked to respond to 28 questions designed to pinpoint CGSOC PJE strengths and limitations. Academic departments use this important feedback as part of the ongoing curriculum evaluation process. As an adjunct to this feedback, the CGSC PJE Coordinator visits the Armed Forces Staff College annually to discuss ways to improve connectivity between the two programs.

## **HONORS AND SPECIAL RECOGNITION PROGRAMS**

In 1987, the College eliminated the CGSOC top 20 percent Honors Graduate Program. The Commandant made this decision after months of debate by College leadership and faculty concerning the merits of the program. The decision was primarily based on the College's shift to small group instruction and a new evaluation system that contained substantial subjective evaluation by faculty. The College leadership and the faculty strongly believed that using a numerical order-of-merit list to select the top 20 percent graduates was not compatible with the goals of adult learning and small group instruction.

In its place, the College has developed a program that allows students to compete for individual recognition in a variety of other ways. Below is a description of awards that are part of the program. The first three awards listed (Marshall, Pershing,



and Eisenhower) have been part of the College for decades. They represent excellence that is well known throughout the Army and military community.

**General George C. Marshall Award.** On 26 September 1960, the Commandant, U.S. Army Command and General Staff College, with Mrs. George C. Marshall's consent, arranged for the establishment of an award in honor of General Marshall to be presented to the distinguished US graduate in each Regular Course. The establishment of this award recognizes superior scholarship, pays homage to one of America's most honored soldiers, and serves as a lasting incentive to the officers privileged to attend the College. Students are nominated for the award by their Academic Counselor/Evaluators. The Academic Board selects the recipient based on documented academic achievement and other professional attributes.

**General Dwight D. Eisenhower Award.** In April 1969, the Henry Leavenworth Chapter of the Association of the United States Army established "The International Award" to recognize the distinguished international officer graduate of each year's class. On 11 August 1969, the Commandant of the U.S. Army Command and General Staff College, with the consent of Mrs. Dwight D. Eisenhower, arranged for future international officer awards to be known as the Dwight D. Eisenhower Award and presented in his honor. The award honors outstanding military scholarship and is held in the highest esteem by the winners and the nations they represent. Students are nominated for the award by their Academic Counselor/Evaluators. Again, the Academic Board selects the recipient based on documented academic achievement and other professional attributes.

**General John J. Pershing Award.** In 1962, the 40th anniversary year of nonresident instruction at the U.S. Army Command and General Staff College, the General John J. Pershing Award was established. This award honors the outstanding graduate of each class of nonresident students completing their instruction at the College. In 1971 the distinguished graduate of the first Reserve Component Resident Class was named as a recipient. Students are nominated for the award by their Academic Counselor/Evaluator. Once more, the Academic Board selects the recipient based on documented academic achievement and other professional attributes.

**Master Tactician Award.** CGSOC students who are in a combat or combat support-related OPMS and have solid overall academic records may be nominated by their ACEs or a CTAC instructors for this award. Qualified nominees undergo a rigorous written and oral examination by a board of CTAC senior officers.

**Master Logistician Award.** CGSOC students who are in a combat service support-related OPMS branch and have solid overall academic records may be nominated by their ACEs for this award. Qualified nominees undergo a rigorous written examination and oral board administered by a committee of senior DLRO officers.

**The Arter-Darby Military History Writing Award.** This honor concludes an annual competition designed to enhance professional scholarship by research and writing about the evolution of American tactical doctrine. Students are invited to write a well-documented, historical MMAS or thesis-length monograph for submission to a board of judges.

**The BG Benjamin H. Grierson Award for Excellence in Strategic Studies.** This distinction recognizes excellence in strategic studies by students enrolled in the Strategist Program. Award selection includes recommendations (ACEs and instructors), review of overall grades, performance in Strategist Program courses, a specific writing requirement, and an oral comprehension examination.

**The Excellence in JC<sup>4</sup>1 Writing Award.** This award is an annual competition designed to enhance professional scholarship by research and writing about joint command, control, communication, computers, and intelligence (C<sup>4</sup>I). The competition is open to both CGSOC and SAMS students. Students are invited to write a well-documented essay of approximately 2,000 words for submission to a board of judges.

**The Donald Smythe Award in History.** In 1985-86, CGSC was privileged to have the distinguished scholar, Father Donald Smythe (S.J.), serve as the John F. Morrison Professor of History. His untimely death in 1988 came as a great loss to both the historical profession and to the Army. In 1989, friends and former students of Father Smythe agreed to sponsor a memorial award in his name. This award is presented annually to the best CGSOC history student. The Combat Studies Institute is responsible for selecting the winner of the Smythe Award. To be eligible, a student must be nominated by his or her C610 instructor and take at least two CSI advanced application courses. The winner will be selected on the basis of course performance, recommendations, and the quality of his written work.

**The Douglas MacArthur Military Leadership Writing Award.** The U.S. Army Command and General Staff College established the Douglas MacArthur Military Leadership Writing Award in 1985 to encourage and recognize scholarship and professional writing on leadership. This award is sponsored by the Douglas MacArthur Foundation in Norfolk, Virginia, and administered by the Leadership Instruction Division.

In addition to the above awards, CGSOC offers Resident Course students two other opportunities to pursue academic excellence and gain individual recognition. Both are master's degree programs.

**Master of Military Art and Science (MMAS).** This program requires the student to take 81 hours of designated elective credits, to maintain a "B" or better in core curriculum and elective offerings, to submit and orally defend a fully researched and properly documented master's thesis, and to pass a comprehensive oral examination based on the entire CGSOC curriculum. Some students may have to take an elective overload to meet the requirements of this program. Over the years, students have written numerous theses that address joint and combined operations. In all, 1,421 CGSC students have attained the MMAS degree to date.

**Cooperative Degree Program.** This program requires the student to gain admission to a designated cooperating university and to take two university courses in the spring semester at CGSC. Depending on other elective offerings chosen, this option may also require the student to take an elective overload. Following CGSOC, students complete their degrees on the university campus. Currently three institutions are part of the Cooperative Degree Programs:

- The University of Missouri, Kansas City
- The University of South Carolina
- The Florida Institute of Technology

Because of the nature of the CGSOC Nonresident Course, the honors and awards program is very different from that offered in the Resident Course. Students in the top ten percent of each academic year are designated Honor Graduates. In addition, the student with the highest grade point average for each of the components (Active Duty, U.S. Army Reserve, and National Guard) is designated as a distinguished graduate and presented the General John J. Pershing Award. CGSC Circular 351-3 describes the Nonresident Awards Program.

## **INSTRUCTIONAL CLIMATE**

### **Academic Freedom**

The College has a long tradition of dedication to the principles of academic freedom. It is the policy of the College to maintain and encourage full freedom of inquiry, teaching, and research. In exercising this freedom, faculty and students have the privilege of presenting their ideas and thoughts without restraint. However, the principle of academic freedom at the College is bound by the equally important principle of responsibility. All members of the College are obliged to exercise mature judgment and show respect for the opinions of others.

The College's academic freedom policy is stated in Chapter I, of CGSC Circular 351-1. It reads as follows--

As an Institution accredited by the North Central Association of Colleges and Schools, the College subscribes to the American Association of University Professors 1940 Statement on Academic Freedom. The College depends on the free flow of ideas for its intellectual vitality. Indeed, the principles of adult education practiced by the College are based on the importance of free thought in an academic environment. But, this freedom also imposes certain obligations.

- In the classroom, the College encourages aggressive examination of all academic subjects. However, the debate naturally arising among professionals in such an environment should be kept free from controversial matter having no relation to the scheduled instruction.

- Students, staff, and faculty are entitled to full freedom in research and publication of results, consistent with the academic responsibilities of the College. Nonetheless, these investigations are subject to current public affairs policies, copyright laws, security considerations, and the College non-attribution policy.
- Outside the classroom, when College students, staff, and faculty speak or write, they are free from institutional censorship or discipline. But they must remember that the public may judge their profession and the College by what they say. They should be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that the views they express are theirs and not necessarily those of the College or the Department of the Army.

When necessary, the College works closely with CAC Public Affairs and Staff Judge Advocate offices on issues related to academic freedom. Clearance is required for certain official and unofficial speeches and writings that are presented in the civilian domain. These speeches and writings must be cleared by the Fort Leavenworth Public Affairs Office (PAO). Issues pertaining to honoraria or other compensation for articles and speeches must be coordinated with an ethics counselor in the Staff Judge Advocate office.

All the College's issues for external public release or having a potential for civilian news media interest must be coordinated with the Fort Leavenworth PAO. The PAO is the only agency on Fort Leavenworth authorized to release information to civilian news media.

To ensure that the College guest speakers have the freedom to express their opinions and ideas, the College has a nonattribution policy. The policy is stated in CGSC Circular 351-5, and is discussed with students by their counselors at the start of the year.

The academic freedom policy described above has served the College well. It has not caused any known problems for faculty and students and has not infringed on the principle of academic freedom.

### **Joint Awareness and Joint Perspective**

The PJE goals of joint awareness and joint perspective are thoroughly met through CGSOC, primarily through the curriculum, sister service representation, the guest speaker program, and special PJE orientations given to faculty and students.

As stated in Chapter 2, joint awareness and joint perspective in the curriculum start with the CGSOC mission statement in which two key goals are specified; that is to develop officers who--

- Understand joint and combined operations.
- Are instilled with joint attitudes and perspectives.

These two goals not only provide the foundation for course development, they also signal to faculty and students the importance of developing joint attitudes and perspectives in achieving the school's mission.

The core curriculum places major emphasis on joint matters. Eleven resident core courses and Prairie Warrior have PJE learning objectives imbedded in them, and during instruction, the roles and missions of all services are emphasized. In addition, CGSOC devotes a substantial number of hours to warfighting in the context of joint operations. For example, at the end of the year, nearly three weeks are spent conducting the course capstone exercise, Prairie Warrior. One of the published goals of this exercise is to conduct military operations in a joint and combined environment. In recent years, CGSOC has devoted a substantial of its curriculum to subjects that relate to joint and combined operations. This substantial curriculum investment directly helps achieve the stated goal of ensuring that graduates leave CGSOC with joint awareness and joint perspective. In addition, at the end of each core curriculum course that includes instruction, students are asked PJE-related survey questions.

The College's sister service faculty members have an important role in developing joint awareness and perspective. They are key members of the College command structure. They serve as principal advisors to the Deputy Commandant and serve on a number of key College committees. Sister service officers help teach core curricula and electives, play an active role in the curriculum development process, and give special presentations concerning military operations from their service's perspective. In addition, they participate in many other College activities, both academic and extracurricular. This highly visible and talented group of officers is a constant reminder to students and faculty that Army operations can only occur within the context of joint operations.

This year, 128 sister service officers are attending CGSOC. These officers help ensure that joint awareness and joint perspective are part of students' daily routine. For the first time, all seminar discussions and practical exercises have the benefits of air and sea service perspectives. This balance represents a significant event in the evolution of the learning experience.

The guest speaker program also helps achieve the goals of developing joint awareness and perspective. As stated earlier, anticipated guest speakers for the coming year include the Chairman, Joint Chiefs of Staff, all of the service chiefs, and several unified and specified commanders. Through these senior service leaders, students gain a better understand of the multiservice aspects of modern warfare.

The College conducts special orientations to ensure that students and faculty are aware of the importance of PJE, Phase I. At the start of the year, the PJE is included as part of the initial curriculum orientation for all students. As they begin the course, instructors give another, more detailed orientation at the start of C510, Joint and Combined Operations. Faculty members also receive orientations designed to provide them with knowledge of the PJE and joint matters. These orientations are part of the College's faculty development program.

Finally, each student receives two personal issues of the *Joint Forces Quarterly* during the year. Instructors use articles in this journal to reinforce instruction and emphasize key learning points. For example, students are currently encouraged to read the articles on Joint Vision 2010.

The Director, Nonresident Studies strives to ensure that nonresident faculty and students also have joint awareness and joint perspective. He includes the purpose and scope of PJE in the nonresident catalog and periodically address PJE as a special topic in the DNRS newsletter. PJE is also a key part of the DNRS overview briefing. TASS regions that teach CGSOC receive copies of CJCSI 1800.01 and the Self-Study Report.

Course materials issued to resident and nonresident students heighten awareness of the PJE. For example, all course books specifically highlight key PJE learning objectives taught in the courses. These entries ensure that students understand, at the start of each course, how the PJE is integrated into the curriculum.

Finally, information on the College's PJE Program has been added to the College's home page.

### **Instructional Methodology**

The CGSOC uses staff-group instruction, which it adopted in 1987, as its principal teaching methodology. During AY 1996-97, 80 percent of all core instruction is taking place in a staff-group setting. The objective of staff-group instruction is to provide an active learning environment where students are routinely required to demonstrate their mastery of material through discussion and practical exercises.

CJCSI 1800.01 states, "PME curricula will primarily use a mix of active learning methods." Staff-group instruction at CGSOC strongly supports an active instructional climate that allows open exploration of ideas, encourages faculty and student inquiry, and utilizes various learning methods. Instructors encourage students to present varying viewpoints during the numerous staff-group discussions and practical exercises held throughout the year. To help ensure that this occurs, students under the tutelage of an instructor use doctrine to develop their plans and orders based on the collective knowledge and experience of the staff group. Instructors require students to use innovation and creativity within the flexibility of the staff group learning environment. These traits are tested during the end-of-the-year Prairie Warrior exercise when students execute battle plans using an automated war game.

### **Student Counseling and Academic Advisory Services**

The ACE Program enhances the CGSOC learning experience by linking students to members of the faculty. The program provides positive faculty influence on the students' total CGSOC performance.

ACEs are role models, instructors, and key leaders of the staff group. They provide academic counseling, advice, assistance, and performance evaluation of each student officer. ACEs also administer the Army Physical Fitness Test, the height/weight program, and they prepare the *Service School Academic Evaluation Report* (DA Form 1059) for each student in their staff groups. In addition, the department director for each ACE monitors the academic progress of assigned students and provides guidance and assistance when required.

ACEs begin the students' academic year with staff group instruction designed to support individual and group development. To provide effective developmental feedback, ACEs observe their staff groups as often as possible throughout the year. When feasible, ACEs also instruct their staff groups.

Of all ACE responsibilities, academic counseling is by far the most important. ACEs must ensure students obtain the most benefit from their CGSOC studies. ACEs accomplish this primarily through conscientious advising in numerous formal and informal sessions held throughout the year. At the beginning of the school year, ACEs focus counseling on group norms as well as individual student goals and objectives for the course. As the year progresses, both individual and group counseling occurs, aimed at improving individual and group performance in and out of the classroom. These sessions provide the ACE an opportunity to give students feedback on achieving their course goals and objectives.

In practice, ACEs must conduct at least four formal counseling sessions during the academic year: within four weeks of opening day of the course and at the end of Terms I, II, and III. A formal record of each session is maintained by the ACE. In addition to these four sessions, ACEs must counsel students for any of the following occurrences:

- Failing of either APFT.
- Nelson-Denny and/or Prentice-Hall diagnostic test results that indicate pronounced deficiencies in communication skills.
- Grades of "C," "U," or "I" on any core curriculum or elective course.
- Unprofessional behavior in the classroom.
- Scheduled counseling in conjunction with the Leader Assessment Development Program.
- Electives registration for Terms II and III.
- Student requests overload on electives.
- Other situations as directed by the academic dean or a CGSOC director.

ACEs also provide counseling to students on special academic activities that are part of CGSOC. These include enrollment in graduate degree programs, application for the AMSP program, and participation in CGSOC awards programs.

Students frequently seek the counsel of ACEs regarding career decisions or personal matters. Such requests are a reflection of the student's trust in the ACE. However, if the counseling indicates the need for more in-depth information, the ACE directs the student to a service representative for career matters, the Director of Student Affairs, or another specially qualified advisor.

The Director of Student Affairs and his staff also provide counseling for students. Through an "open-door policy," students can visit the director to seek advice on any personnel or professional matter. Throughout the year, the director and his staff work closely with ACEs to ensure students get the help they need on personal or professional problems.

The instructor also has an important role in counseling students. They advise and counsel students in a variety of formal and informal settings. Instructors also grade and critique oral and written products and provide feedback on academic performance during classroom discussions and practical exercises. They often meet with students for one-on-one counseling sessions concerning academic performance. CGSS Bulletin 3, *CGSOC Student Evaluation, Awards, and Graduation Policy*, requires instructors to formally counsel students when performance is marginal or unsatisfactory.

Professional counseling services are provided through appropriate local agencies, Army Community Services, Munson Army Hospital, or the post chaplain. ACEs take note of their students' professional and personal attitudes and motivations and are alert for changes in behavior that might require appropriate assistance from the chain of command or professional counseling services.

## Research

Continuing research is essential for keeping instruction current and fresh. Therefore, support for original research is a central part of the instructional climate.

The College is fortunate to have two great research facilities at Fort Leavenworth: the Combined Arms Research Library and the Center for Army Lessons Learned. Both provide faculty and students with almost unlimited access to documents and materials needed to conduct military and other research.

A necessary part of any research program is providing the scholar avenues for publication. The College provides such avenues for worthwhile scholarship by students and faculty through the *Military Review* and, for longer works, the publications programs of the CSI and the College Press. *Military Review* provides a wide audience and a forum for discussion of contemporary doctrinal or professional topics. It also brings new books to the attention of professional readers worldwide. It also publishes foreign editions that



provides extensive exposure to new ideas and concepts as an added incentive for publication.

The Combat Studies Institute has conducted a publication program analogous to that of a university press. For over 10 years its historical works are published in a variety of formats and are distributed worldwide. A number of publications have addressed topics of joint interest. For example, there have been two studies of the 1950s intervention in Lebanon, a study of Jedburg (Special Operations) Operations in France in 1944, and studies of UN intervention in the Congo in 1964-1965 and U.S. intervention in the Dominican Republic in 1965-1966.

The College Press is open to a wider range of topics than CSI publications. Its first in-house publication, *Combined Arms in Battle Since 1939*, contained a number of topics of joint as well as service-peculiar interest.

In former years, the College found money to support publication of CSI studies even when anticipated funds were cut because of downsizing. Recently, however, funds for research and publications have been extremely difficult to obtain. Yet the faculty continues to find ways to study and write. College faculty, especially from CSI, routinely publish in scholarly journals and appear at academic conferences, largely funded through the auspices of the Army's "Strategic Outreach" program. This level of scholarly activity in itself is a comment on the professionalism of the College faculty, which is a central part of the instructional climate.

The College has contributed articles for the CJCS journal, the *Joint Force Quarterly*. In the Winter, 1993-94, issue, the College's Deputy Commandant, MG William M. Steele, and PJE Coordinator, Mr. Robert B. Kupiszewski, published an article titled, "Joint Education: Where Do We Go From Here?" In the Spring, 1995, issue, Mr. Kupiszewski published *Joint Education for the Twenty-First Century*.

### **Extracurricular Activities**

The College recognizes that extracurricular activities play an important role in supporting the institution's instructional climate. Consequently, it offers students and their families a range of activities designed to provide balance to the rigorous academic year and help lay the foundation for lasting professional relationships.

Examples of the many activities in which students can participate, and which are sponsored and coordinated by the Directorate of Student Affairs, are the--

- Commandant's Reception.
- Spouses Welcome Seminar.
- Class Leadership Seminar.
- Personnel Awareness Leadership Seminar.
- CGSOC Triathlon.
- CGSOC Golf Tournament.

- CGSOC Athletic Programs, which include Soccer, Basketball, Volleyball, Softball, and Tennis,

The College also sponsors informational and other activities to help international officers acquire a balanced understanding of U.S. society, institutions, and goals, including--

- The Leavenworth Picnic.
- The Kansas City People to People Rodeo.
- The Fall and Spring Food Fairs.
- The Kansas City Military Order of World War Dinner.
- The Winter Formal Ball.
- The Topeka State Government Tour.
- The Sponsor Recognition Night.

Both the College faculty and students also participate in numerous post activities to include youth programs, chapel activities, and charitable endeavors such as Toys-for-Tots and Christmas baskets. College personnel take pride in their many contributions to the quality of life at Fort Leavenworth.

## **CHAPTER 5: ACADEMIC SUPPORT**

This chapter addresses four key areas that support the PJE: the Library, physical resources, financial resources, and technology. During the Self-Study review of these areas, the College used federal and educational documents to help develop standards of measurement. The result is a comprehensive assessment of important support areas vital to PJE mission accomplishment.

### **COMBINED ARMS RESEARCH LIBRARY (CARL)**

#### **Background**

The CARL is the premier research facility for TRADOC. It serves the College and CAC personnel, other TRADOC installations, and military scholars and researchers throughout the U.S. and overseas. John Keegan, the noted military historian, in his book *Warpaths*, describes the CARL as "one of the most magnificent military libraries in the Western world."

The CARL's mission is to provide library materials and information services to the College and CAC personnel in support of courses and research. The CARL also includes the Fort Leavenworth Post Library, and supports a children's branch library in the Family Support Center.

The CARL occupies 98,000 square feet, (the entire south wing of Eisenhower Hall). The first and second floors house the open literature collection, consisting of books, periodicals, videos, CD-ROM resources, and microform collections. It is open and staffed Monday through Thursday, 0700-2100; Friday, 0700-1700; Saturday 0800-1630; and Sundays and holidays, 1300-2100. It is closed on Thanksgiving, Christmas, New Year's, Memorial Day, and Independence Day. The third floor houses the documents collection, including classified and unclassified documents, current and obsolete military authority publications, and the College and CAC archives. Access to the third floor is restricted to personnel with a validated security clearance. It is open Monday through Friday 0700-1700.

The CARL's collection of approximately 233,000 covers all aspects of military science: joint and combined operations; tactics and doctrinal development; and leadership, intelligence, weapons, equipment, and training. The documents collection consists of approximately 253,000 reports, studies, historical manuscripts, after-action reports and other primary source material dating from World War II to the present. The authority publications collection includes over 40,000 current and obsolete Army authority publications, and current JCS and sister service doctrinal publications.

The CARL subscribes to about 1,000 periodicals, serials, and newspapers and has paper and microform back files for many. The collection also includes runs of many periodicals no longer published. The library subscribes to approximately 50 indexing and abstracting services in paper and/or in digital format. CARL also has numerous microform collections (over 1,000,000 fiche), including a comprehensive set of Congressional documents, Civil War regimental histories, WWII documentation, Navy records, Magic and Ultra documents, records from the Military Assistance Command, Vietnam, and other Vietnam collections.

The Archives and Special Collections houses a unique collection of over 200,000 items. CAFLA holds source materials on Fort Leavenworth operations from 1973 to the present. The College's archives contain a fairly complete set of curriculum materials from the late 19th century to the present. Obsolete Army authority publications, architectural drawings and blueprints of Fort Leavenworth, photographs, personal papers, audio and video tapes of guest speakers, and rare books are also maintained.

CARL is in the forefront of libraries providing access to information in automated formats which increases the availability of information previously difficult to locate or inaccessible. Through commercial and government on-line providers CARL can search over 700 bibliographic and full-text data bases, providing library customers with information on almost any subject. The library has over 50 CD-ROM indices and full-text data bases covering a variety of subject areas; this number is continually changing as CARL identifies and acquires new CD-ROM publications. CARL provides access to the Internet for all library users and helps students locate World Wide Web sites with relevant military resources. CARL maintains its own WWW page, through which users can access the library's catalog, policy statements, bibliographies, and a limited number of research materials.

## **Organization**

Within CARL, 36 staff members are organized into four functional divisions: Information Services, Support Services, Acquisitions, and Archives and Special Collections.

Information Services employs seven librarians and three library technicians. Within Information Services, The reference services staff members provide professional reference and research assistance to students, faculty, and staff using all available resources inside and outside CARL. The reference staff, in consultation with the College's faculty is primarily responsible for collection development in published, open-literature materials, and documents. The interlibrary loan clerk processes over 6,500 requests to borrow or lend library materials from (or to) other libraries per year. Classified Services staff operate the classified mail room and maintain security of CARL's classified holdings.

Support Services consists of 4 librarians and 14 library technicians, some part-time. The cataloging section catalogs and classifies all library materials except those in

the Archives. Circulation/Stack Maintenance staff handle all circulating materials, faculty reserves, stack maintenance, and the ordering and control of current military authority publications. The systems librarians coordinate with the Directorate of Technology (DOT) and the Post's Director of Information Management on selecting, maintaining, and upgrading the library's automated systems.

The Archives Division consists of three librarians. It collects all the College issued material and other materials documenting the various College curricula. This collection is comprehensive and goes back to the late 19th century. The Combined Arms Center and Fort Leavenworth Archives documents Fort Leavenworth operations from 1973 to the present. In addition, the Archives maintains a large Gulf War collection of original source materials and collections on other operations, such as Hurricane Andrew and the Operations in Somalia.

Acquisitions, consisting of a librarian and three library technicians, orders and receives all unclassified materials, including equipment, books, periodicals, CD-ROMs, other automated data bases, audio and video tapes, and contracts. The Copyrights Clerk obtains copyright permissions for the College instructional material.

## **Services**

Each year, the CARL reference staff answers over 54,000 queries and creates approximately 3,000 individualized bibliographies on demand using automated and manual resources available both within and outside the library. Emphasis is on personalized intensive reference and research support with comprehensive literature searches, individualized bibliographic products, and regular follow-up to assure customer satisfaction.

CARL employs state-of-the-art technology for access to internal and external information systems. Horizon, the library's On-line Public Access Catalog (OPAC) provides internal and dial-up access to the bibliographic records for CARL's open-literature book and audiovisual collections. There are 16 public access terminals which can access the OPAC in CARL. CARL staff are currently working with the DOT to ensure that all classrooms, staff, and faculty have on-line access to the OPAC. The present OPAC was upgraded in FY95 with a new Windows-based application. The manual card catalog, which provides access to the documents/classified collection, is being converted to a stand-alone Horizon OPAC, whose materials are available only within the secure area on the third floor. Significant technical changes are resulting in considerably enhanced retrieval characteristics as the data is converted to the new system.

The library uses government data base producers such as the Defense Technical Information Center (DTIC), the Center for Army Lessons Learned (CALL), IntelliLink, , and the Joint Electronic Library (JEL). It also uses commercial data base vendors, such as DIALOG, NEXIS, USNI, EPIC, and LegiSlate. CARL staff can search over 700 specialized bibliographic or full-text data bases and provide customized

bibliographies of potential sources and/or the actual text of needed information. On request, the staff will establish an automatic search of selected data bases to enable a researcher to maintain current awareness. Through the Naval Institute's Periscope service and the College's E-mail system, CARL provides a daily review of military-related headlines from international papers and wire services to selected individuals and departments.

Reference librarians also search the Internet and provide research assistance using the World Wide Web. CARL maintains two WWW pages: one on a college server is accessible to the entire Internet; the other on a Fort Leavenworth server accessible only via the Fort Leavenworth Intranet. Reference personnel have compiled a page titled *CARL's Gateway to the Internet* which helps users access a variety of military and civilian resources relevant to College students and faculty.

CARL has more than 50 reference tools on CD-ROM. Some are bibliographic, others provide full-text information. This technology has added a new dimension to CARL's services, allowing users to perform their own data base searches. The staff teach individuals and groups to use these tools, or they perform searches for those who prefer not to do their own searching. Many, though not all, of the CD-ROM reference tools are available on CARL's CD-ROM network.

CARL staff provide personalized group or individual tours/orientations to students, faculty, and guests on demand. International Officers receive a special introduction to CARL in small groups. CGSOC students receive a formal briefing and tour of CARL. The reference staff provides one-on-one instruction on the techniques of OPAC and CD-ROM searching, as well as group instruction on data base searching, for faculty development classes, CGSOC writing classes, and the AOASF program.

CARL actively participates as both borrower and lender in a nationwide cooperative interlibrary loan program through the On-line Computer Library Center (OCLC) network. The OCLC's data base of over 30 million records gives library patrons access to most university and college collections and a wide variety of public, private, and corporate library collections.

CARL's staff works closely with the College faculty and staff to ensure the collection is current with the mission and curriculum. CARL also supports the curriculum of CGSOC and SAMS by purchasing, issuing, and reserving required or recommended readings for CGSOC and SAMS.

SIPRNET access is available in CARL. It provides access to classified electronic sources, such as DIA and CALL.

## PJE Support

The CARL supports the PJE by the actions cited in the following paragraphs:

The library maintains multiple copies of all books on the "Chairman, Joint Chiefs of Staff Professional Military Reading List," as well as copies of titles on the Air Force, Navy, and Marine reading lists.

CARL houses the Joint Universal Lessons Learned System (JULLS), which is a classified, nonattributable, automated data base. It is available on the third floor; the Reference Staff provide assistance and training. CARL also makes available the JEL, a full-text data base of selected doctrinal publications Joint, Army, Navy, Air Force, Marine, available on CD-ROM and on-line. It is available in a public-release version and in an on-line version limited to U.S. Government use only. All College students were issued a personal copy of JEL on CD-ROM at the beginning of the academic year. Two unlimited copies of JEL on CD-ROM are loaded on the first floor; it is available from the Government Printing Office (GPO), and on the Internet in full text at <http://www.dtic.mil/jcs/index.html>. The Reference Staff assists faculty and students in their use. Handouts describing these data bases are available. The limited version can be reached from terminals in the library or via modem.

CARL is on distribution for Joint Chiefs of Staff publications and acquires doctrinal publications from sister services including their CD-ROM products. Many of these publications have distribution restrictions, so they are maintained on the third floor. CARL also provides access to service, joint, and CINC WWW sites.

CARL maintains a large collection of current and backfiled sister service journals that expose students to joint views of military operations. The library also receives newsletters that directly deal with joint topics, including *Common Perspective*, *JPME Online*, and *Joint Force Quarterly*.

CALL is developing an electronic archives, of original source materials from contingency operations since Vietnam. This rich research resource is primarily Army-oriented, but it contains much information on joint and combined operations. CARL staff provide reference assistance, search the data base and teach students its use. Also, CARL reference librarians organize and catalog CALL data to ensure the objective data base is user-friendly.

CARL's access to many printed, on-line and CD-ROM indices and data bases enables our staff and patrons to find information on sister services and joint topics from a variety of commercial and government sources. DTIC and the National Technical Information Service, in particular, provide access to published research from the Army War College, Naval Postgraduate School, Air University, Naval War College, Armed Forces Staff College, and other special military schools and research institutions.

One of the features of *CARL's Gateway to the Internet* is a categorized directory of relevant Joint Services and CINC WWW sites. This gateway page is constantly updated.

CARL's book, document, and journal collections contain many resources on the history and development of Joint doctrine, forces and planning, after-action reports, and histories. It also contains analyses of Joint exercises, task forces, and operations; reports of Joint Boards (historical); and microformed records of the Joint Chiefs of Staff (1942-1953).

CARL maintains cordial relations with other military colleges and universities, as well as Canadian and British staff college libraries. This ensures close cooperation and support in sharing and transferring needed information.

CARL is an active member of the Military Education Coordinating Committee's library working group. MECC libraries work together to ensure each's resources become more available and to provide a library facet to the PJE.

### **Support for Nonresident Students**

CARL supports nonresident CGSOC students through interlibrary loan and reference assistance. Corresponding students are encouraged to contact the CARL Reference Staff by telephone, E-mail, or letter with requests for assistance. The staff provide guidance on resources in their areas, searches data bases, and through ILL lend needed materials. Depending on the need, the staff also faxes, E-mails or mails bibliographies and full texts to students.

### **Future Efforts**

CARL is presently involved in the following interrelated projects that will keep the Library and College in the forefront of historical, tactical, and operational research:

- *Military Review* digitization: CARL and CALL are cooperating on a project to digitize the entire run of *Military Review* journals (from 1923 to the present) and provide the journal as part of the CALL data base.

- The Documents project. Access to the documents collection was, until recently, through a manual card catalog. CARL is now converting the documents card catalog to a stand-alone Horizon OPAC, which will significantly improve a researcher's ability to locate needed materials.

- The Tables of Organization and Equipment and the National Archives and Records Administration are cooperating on a project to create a comprehensive collection on microfiche for the period 1940-1970.



- Digitization of CARL resources. CARL continues to digitize selected portions of its collection, (e.g., SAMS monographs, MMAS theses, and field manuals) subject to resource availability.

### **Self-Study Library Review**

CARL is a member of The Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA), the recognized national authority on standards for library services, budgets, personnel, education, facilities, and collections. Member libraries are encouraged to meet ALA standards, and national accrediting associations use ALA's standards for library evaluations. The *ACRL Standards for College Libraries, 1986*, has eight divisions: Objectives, Collections, Organization of Materials, Staff, Services, Facilities, Administration, and Budget. For the PJE Self-Study, CARL staff focused on the following eight divisions:

**1. Objectives.** CARL's mission is to support the entire curricula of the College, including all joint aspects.

**2. Collections.** CARL's collections, although focused on the Army, have always included a large number of current and historical sister service and joint resources, especially in the book, periodical, military authority publications, and DTIC collections. Through careful collection-development, in consultation with the faculty, the collection is continually updated and will continue to have a good balance of Army, joint, and sister service resources.

Close cooperation with sister service and other libraries through ILL has ensured that CARL can provide the majority of items not physically located in the facility.

CARL's chief problem in this area is the slow and cumbersome distribution of sister service and joint publications. Although this situation is improved, primarily through the provision of various CD-ROM, on-line, and Internet-based services, it is still a difficult problem.

The annual growth rate of the collections is at the lower end of the two to five percent of collections recommended by *ACRL Standards*. However, funding cuts in FY96 and FY97 may put growth below the standard. Although the percentage of growth is decreasing, to date the library is still within the lower margin of the *Standards*.

**3. Organization of Materials.** CARL's analysis of this standard revealed there is a need to add locally developed subject headings for joint subjects to both book and document catalogs. The current national standardized subject headings do not recognize or address joint military terminology. The CARL staff has adopted a number of subject headings to cover joint activities and terminology. This is an ongoing project and has no end date.

**4. Staff.** By the *ACRL Standards* formula, CARL should have 23 professional librarians; CARL has 16 positions, putting CARL in the B category for staff levels. If the anticipated 10 staff positions requested for Eisenhower Hall were to be funded, the College would make up the shortfall and move into the A category.

**5. Services.** CARL's overall Reference Support is quite strong. The JEL on CD-ROM and the associated on-line system have been valuable tools for joint education. The new JULLS search software is easier to use, but the lack of a controlled search vocabulary and the flat file organization of the data base limit its value for research. Information on the availability of and instruction on the use of JEL and JULLS data bases has not been adequate. However, the staff now has an instructional booklet and will continue to improve with assistance. This year's CGSOC class had required briefings on the library, which included information on how to use JEL and other joint tools.

Resource sharing through ILL is a major means of ensuring adequate support for PJE. ILL is also the primary means of supporting nonresident students. CARL's ILL clerk does an outstanding job, but is working at the limit of her capacity. Without additional staff support in this area, any increases in ILL use will result in degradation of service.

**6. Facilities.** Eisenhower Hall is new, spacious, and adequately wired for power and communications to support the services demanded of a major library. It provides increased seating for library users and provides plugs to laptop computers in most carrells and study tables. The new library building, completed in 1994, has 98,000 square feet dedicated to library functions and collections on three floors. Each floor is much larger than the old library that had been located in Bell Hall. The many public service and technical service areas provide a user-friendly environment for students, faculty, and staff.

**7. Administration.** The Self-Study analysis did not find that library administration issues affected the PJE.

**8. Budget.** CARL has always been well supported. FY96 was the first year in which the library's budget was reduced below the level at which it could maintain basic research services. For instance, the Congressional Information Service, a fiche collection of full-text congressional publications, and the American Statistics Index, a fiche collection of statistical data, have been suspended. This is a significant loss in continuity of collections and currency of information. A further budget cut expected for FY97 will exacerbate the problem.

The book and periodical/serial market continues to experience a high level of inflation, and the decline of the dollar overseas has increased foreign subscription costs by as much as 20 percent. The CARL must maintain its automation suite in order to provide even minimal services, which will require a significant percentage of future budgets. The automation issue is especially important for the library, because many of

the information services, tools, and publications are now available only in electronic form.

## PHYSICAL RESOURCES

The College, located in the Fort Leavenworth Historical District, presently uses all or part of six buildings: Bell Hall, the H.K. Johnson Wing of Bell Hall, Eisenhower Hall, Flint Hall, the Training Support Center, and Building 351 (Warehouse). Eisenhower Hall, which contains a new library, and classroom and administrative offices was completed in June 1994.

Bell Hall and Eisenhower Hall are the principal facilities used for teaching CGSOC. Some electives and exercises are taught and conducted in Flint Hall. The H.K. Johnson Wing of Bell Hall is used by CAS3. The Defense Printing Center is used by *Military Review*. Eisenhower Hall also houses the CARL and classrooms, and office space for the SAMS, SCP, and CAL.

### Classrooms

**Bell Hall**, including the H. K. Johnson wing has 79 classrooms, of which 55 are similar-type rooms for use by staff group, 12-16 students. There are 17 large classrooms, which can easily be converted to one 64-person, two 32-person, or four 16-person capacity rooms by using accordion panels, depending on the teaching methodology of a given class. There are also three classrooms dedicated as conference/classrooms, three classrooms used by the BCTP, and one classroom used as a battle lab.

Two auditoriums, Eisenhower and Marshall, chiefly serve as lecture halls. Marshall Auditorium also doubles as a briefing room for staff and faculty. Eisenhower Auditorium can seat the entire present student body and most of the present staff and faculty. Both have projection booths and the capabilities for closed-circuit television, 16-mm sound motion pictures, 35-mm slide projection, overhead (Viewgraph) projection, and triple-screen projection.

**Eisenhower Hall**, a 258,000-square-foot facility, is designed to meet current and future College educational requirements. The facility serves this purpose with a new library and classroom, office, and support facilities.

The CARL, occupies one wing of the building. It is a modern facility providing the proper environment for learning with state-of-the-art communications and educational technology. Besides the common space found in a library, the facility has 12 seminar and study areas and two special reading areas.

The second wing has 24 seminary-type classrooms, of which eight are configured for staff groups, of from 15 to 20 students. There are 16 large classrooms

that can easily be converted to one 48-person, two 24-person, or four 12-person capacity rooms by using accordion panels. One auditorium serves as a 134-person lecture hall. The auditorium has a projection/sound booth and the capability for closed-circuit television, motion-picture projection, 35 mm slide projection, and overhead projection, and VTC.

**Flint Hall** supports CGSOC training exercises, such as Prairie Warrior.

### **Office Space**

Existing office space in Bell Hall for administrative and support functions, as well as instructional staff, presents the greatest qualitative shortfall in the College's facilities. Because of a lack of office space, some areas (such as department conference rooms and storage areas) have been converted into offices. However, most directorates have an internal conference room and all staff and faculty have access to the first-class conference rooms in Eisenhower Hall.

Even with the conversion of space to accommodate office needs, two or three persons typically occupy each instructor's office in an open office arrangement. Instructors also often serve as ACEs and frequently require space in which to counsel students. Sometimes, other instructors must leave the office area to allow an officemate the privacy needed to counsel a student.

### **Support Facilities**

Principal support facilities are presently located in the basement of Bell Hall and first floor of Eisenhower Hall. Facilities include cafeterias, the bookstore and barbershop managed by AAFES, and a laundry service. Expansion capabilities for these activities are constrained. There is an educational television facility in Eisenhower Hall that provides the capability of closed circuit TV in classrooms and offices.

The Directorate of Technology and Data Service Center occupy area in the basement of Bell Hall. The Data Service Center provides remote interactive computer terminals for use by the students, staff, and faculty.

The key to storage and handling needs is the location and size of the loading dock area. In Bell Hall the present loading dock includes approximately 1,000 square feet, adequate for about 10 truck bodies, administrative rooms, and classrooms. Large areas of space originally designated for materials storage is not available. Storage needs above those capable of being handled at Bell Hall are presently housed in a portion of an old warehouse near the southern end of Fort Leavenworth.

## **College Facilities Modernization Plan**

The College's Modernization Plan represents the College's future vision for entry to the Twenty-First Century. The plan incorporates the five pillars of the College as the vehicles to designing and implementing initiatives for the institution: Faculty/Staff, Students, Curricula/Pedagogy, Facilities, and Automation.

### **Bell Hall Renovation**

Bell Hall, constructed in 1959, does not meet all construction code requirements. It is poorly designed for teaching staff-group instruction, and its mechanical/electrical systems are beyond their expected life-cycle. The metal skin and exterior windows are not insulated, and the Heating Ventilation and Air Conditioning (HVAC) system does not provide good temperature control or distribution. Also, the communications distribution system is 30 years old, and does not meet current or projected technology requirements.

Hopefully, adequate funding will become available to eliminate the above problems and ease the overcrowded teaching and working conditions. The building renovation design is at 35-percent completion. Once renovation is complete, learning will be enhanced and the quality of life for the students, faculty, and staff will be improved. Currently, the Bell Hall Renovation Project is the number one CAC funding priority and the number six for TRADOC.

## **FINANCIAL RESOURCES**

### **General**

The College primarily receives appropriated Operations and Maintenance, Army (OMA) funding to perform its mission. The primary budget activity (BA) groups for which the College receives funds are--

- BA12 (land operations support).
- BA32 (basic skill and advanced training).
- BA44 (support of other nations).

TRADOC determines funding levels and provides the authorization through the CAC to the College. In addition, the Civilian Leadership Training Division, of the CAL, receives BA33 (recruiting and other training and education) funding from the Assistant Secretary of the Army (Manpower and Reserve Affairs). The College also receives various Military Interdepartmental Purchase Requests (MIPRs) throughout the year which reimburse for costs incurred supporting other endeavors. All directorates have to seek funding from external sources to help the College maintain a higher level of

achievement than is allowed solely with the direct funding authorization that is designated in the Command Operating Budget.

The College has three nonappropriated fund (NAF) accounts. The Jantzen-Bremer Trust Fund provides funding from an endowment left to the College for its benefit. It is the least restrictive of the NAF funds. Funding through this source varies with market interest rates and investment decisions. The other two accounts are the Student Activity Account (SAA) and the Unit Fund (UF), which are essentially the same. The SAA provides Morale, Welfare, and Recreation (MWR) activities for the students. The Unit Fund provides the same for the staff and faculty. SAA funding is based on the allocation of receipts from the MWR activities on post. The unit fund is funded at a flat rate per military staff and faculty.

Manpower resources of the College are allocated by a Tables of Distribution and Allowance. As with fiscal authorization, TRADOC determines manpower levels and provides authorization through CAC to the College. This allocation is also managed per fiscal year. For FY 1997, the authorized strength for the College staff and faculty is 607, which includes both military and civilian personnel.

The areas of responsibility and oversight for the College's financial resources are provided below:

#### **Directorate of the College Staff**

This directorate--

- Has staff responsibility for managing all financial and manpower resources.
- Is the overall coordinator of the Command Operating Budget.
- Is the proponent for the Student Activity Account in conjunction with the Directorate of Student Affairs and Executive Services.
- Is the proponent for UF allocation coordinating with all directorates.
- Is the proponent for the Jantzen-Bremer Trust Fund (in coordination with DCSRM).
- Is the proponent for the renovation of Bell Hall, works in coordination with DAO and the Directorate of Public Works. Sources of funding are OMA; MILCON, Army; and Other Procurement, Army (OPA).

### **Directorate of Graduate Degree Programs**

This directorate is the--

- Proponent for MMAS Program and Consulting Faculty Program funding.
- Proponent for Strategic Outreach Initiative funding.
- Proponent for Tuition Assistance funds.
- Proponent for Cooperative Degree Program funding.

### **Directorate of Academic Operations**

This directorate--

- Is the proponent for the Collegewide initiative for the Total Army School System.
- Coordinates efforts primarily with RC, CTAC, CAS<sup>3</sup> and NRS.

### **Directorate of Corps and Division Doctrine**

- This directorate is the proponent for BA12 funding for combat development activities.

### **Center for Army Leadership**

CAL is the--

- Proponent for Leader Development initiatives and plans.
- Proponent for the CLTD (BA33) funding from the Assistant Secretary of the Army (Manpower and Reserve Affairs).

### **Directorate of Student Affairs**

This directorate--

- Is the proponent for International Military Education & Training (IMET) and Foreign Military Sales (FMS) Funds.

- Coordinates with DCS, DCSR, and the Security Assistance Training Field Activity (SATFA).

### **Directorate of Technology**

This directorate is the proponent for automation procurement (OMA and OPA).

### **Military Review**

This function is the proponent for (BA44) funding for support to other nations (LATAM edition).

### **CAC Executive Services**

This function is the proponent for .0012 Representational funding.

### **Planning, Programming, and Budget Execution**

The College's fiscal management and funding authorization is executed in a mix of centralized and decentralized areas. This methodology provides for directorate flexibility in accomplishing its mission while working other specific areas that are better managed centrally to meet the overall College mission. This process also enables sound stewardship of resources at key levels. Examples of centralized areas of management are labor and medical travel. Decentralized management exists in the areas of general travel, transportation, printing, supplies, and equipment purchases. Purchased services (contracts) are handled case-by-case in both centralized and decentralized budgeting.

During the development of the Command Operating Budget, each directorate identifies requirements based on the missions, goals, and objectives they perform or support. These requirements are reviewed by the Senior Program Budget Advisory Committee (PBAC) in concert with stated College priorities with guidance from the Deputy Commandant. The PBAC may recommend changes for the Deputy Commandant's consideration. When the delineated funding requirements exceed the projected funding authorization, specific unfinanced requirements are identified and relayed to the CAC DCSR for CAC approval and submission to TRADOC.

When the College receives funding authorization, funding is distributed to each directorate on the basis of their respective missions. The directorates review their mission requirements and then program their fiscal year funding authorization by element of resource. They report that program's needs to the College Resource Management Office along with any additional unfinanced requirements. The RMO consolidates these programs with the centrally managed funding requirements and



coordinates with CAC DCSRSM to complete a Phased Execution Plan. Unfunded Requirements (UFRs) are annotated on a standing list. Funding is sought for the identified UFRs based on a mission-essential priority. Methods of funding are by internal College fiscal assets (execution management and/or shifting of available funds); identification of UFRs to CAC DCSRSM for potential CAC resolution (absorption list funding); or notification of the requirement to a higher headquarters.

A mid-year budget execution review is conducted in April. Directors brief the DC on budget execution to date, programmed spending for the rest of the fiscal year, and key unfinanced requirements.

Year-end procedures are enacted to ensure the effective management and use of available funding. Timeframes are established for the processing of expenditures by activities on Fort Leavenworth. This effort is centrally managed by CAC DCSRSM.

### **Manpower**

The Table of Distribution and Authorizations (TDA) input is generally made twice per year. Preliminary input is submitted through CAC DCSRSM to TRADOC in the August or September. This submission is incorporated in the "01" (draft edition) of a fiscal year's TDA. The second submission opportunity comes in the January or February. It is this submission that is used by TRADOC to determine the final approved TDA. This final approved document is normally received by the College in the June and is applicable for the upcoming fiscal year (e.g. TDA received in June 97 for fiscal year 98 (beginning in Oct 97). Figure 31 depicts key events in budget and manpower cycles.

**Figure 31. Budget and Manpower Cycles**

<u>Event</u>	<u>Time Frame</u>
COB development	April - June
TDA Management of Change (MOC) initial input	August - September
Appropriations TRADOC Budget Guidance	October - December
Phased Execution Plan	December - January
TDA MOC final input	January - February
Mid Year Review	March - April
Year End	June - September

### **Manpower Resources**

The TDA authorizes the College's 607 personnel (military and civilian) for its staff and faculty. Military authorizations include 382 officers, 1 warrant officer, and 49 enlisted personnel. There are 175 civilian direct-hire authorizations. The majority of these positions are pursuant to Title 5 of the United States Code (USC). However, five

College employees fall under Title 10, USC, which gives the College the administrative authority to employ a civilian faculty that has the specific skills needed for teaching positions. In addition to these direct authorizations, the College routinely has an additional 46 personnel performing faculty and staff functions (USAF, USN, USMC, RC, AC, and foreign exchange officers).

## TECHNOLOGY

### General

The College continues to view the integration of technology as a tremendous multiplier for the enhancement of the curriculum. The long term vision calls for the execution of the mission in a paperless environment that is accessible well beyond the physical confines of the institution. The College intends to acquire and extensively leverage appropriate technologies sufficient to enable the conduct of operational and tactical planning singularly or in concert with other units, service centers and schools using battle command systems available in the field. The College seeks to achieve a common suite of multimedia-based courseware that is standard and for all versions of CGSOC.

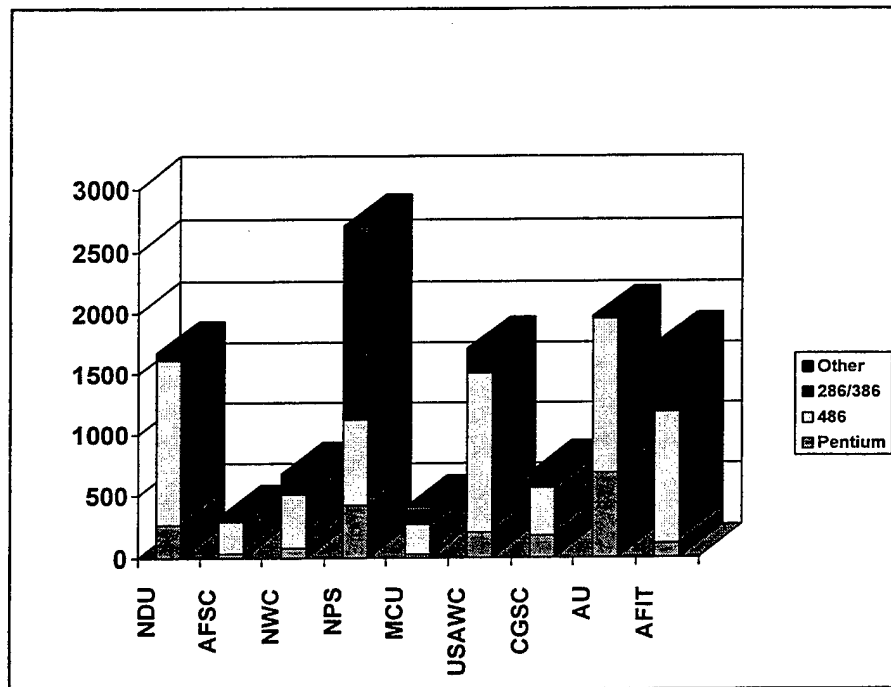
Students, staff, and faculty have access to a variety of automation technologies in classroom and research facilities to enhance the educational process. Students are encouraged and are increasingly required to apply selected technology to achieve certain educational objectives. The staff and faculty have at their disposal a variety of works to assist in the development and management of the curriculum. The DOT works through a variety of committees both internal and external to the College to determine technology standards and requirements for implementation. This effort results in the publication of a biannual modernization plan referred to as the Information Modernization Management Plan (IMMP). This document outlines automation standards and reflects the College leadership's vision for technological enhancement of the curriculum.

While the degree of modernization of technology that an organization has at its disposal could always improve, the College is using all of its capabilities at an unprecedented level. Never in its history have its members been able to share information or to collaborate to the extent possible today. From the desktop or the classroom, the majority of the College faculty, staff, and student body have access to E-mail and full access to the Internet and the WWW. Members are networked via an improved campus area network (CAN) architecture. These capabilities also extend beyond the physical boundaries of the campus. Every member of the organization has home dial-up access to most of these same resources.

Currently, the typical computer system for the organization is a 486 system with 8 megabytes of random access memory (RAM) with a 350 megabyte harddisk and compact-disc read-only memory (CD-Rom). Figure 32, below, depicts the College personal computer density in a comparison with that of other Military Education

Coordination Committee (MECC) organizations. FY95's acquisition of over 100 modern Pentium-based computers has moved the College closer to its goal of one modern, networked computer system for each of its members. This action has enabled the College to exploit a range of curriculum enhancements, including the initial transition to multimedia courseware use and development, the introduction of modeling and simulations, experimentation with asynchronous learning techniques via the College bulletin board system, and delivery of courseware and information over the Internet.

**Figure 32. Number and Type of Computers**



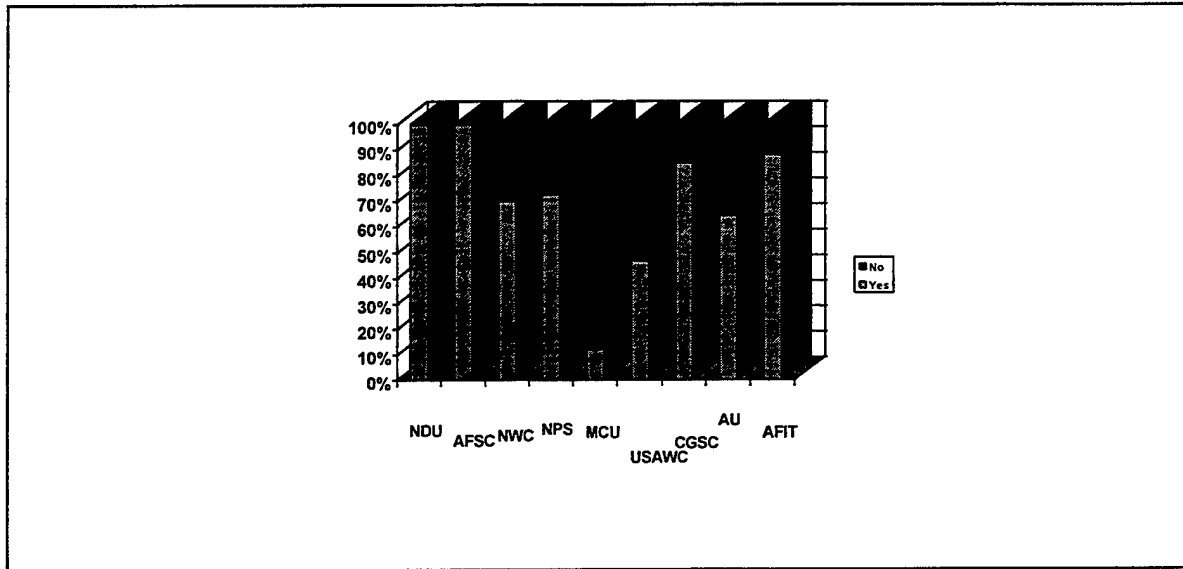
The College participates as a full member of the MECC, and as such, it is aware and seeks to ensure that curriculum issues regarding interoperability, connectivity, and related technology standards are appropriately addressed. Electronic interface for information exchange with various schools is now a reality and is continuing to mature.

### Classroom Technology

Each seminar group of the various College schools of has a network-connected, Microsoft Windows-based 486 or Pentium computer that has a full complement of office automation applications for use in curriculum execution. Word processing and graphics packages are provided on classroom computers to enhance communications skills. Spreadsheet and unique military applications, in addition to an assortment of models and simulations, are included to reinforce and enhance classroom instruction. These classroom devices are capable of accessing limited multimedia and CD-Rom-delivered

materials. They are also capable of accessing E-mail, the College file servers, the College Bulletin Board System, the CARL, and the WWW. Figure 33 depicts the degree of connectivity the College has with the Internet.

**Figure 33. Computers on Internet**



A technology goal for the College is to provide students with individual computers with which to conduct research and to execute portions of the curriculum. This goal is becoming reality as students enrolled in SAMS are the first to be issued individual notebook computer systems.

Each student has an individual e-mail account that can be accessed from any computer the student is authorized to use, including the PC in the seminar group, at CARL, or in the 16-station computer lab in the basement of Bell Hall. Presentation of classroom information is delivered primarily using manual whiteboards, overhead projection devices and transparencies, and older 19-inch TVs. The College possesses limited large-screen display capability (55-, and 38-inch TV/monitors) with which to display computer-generated information, and it is being shared to maximum capacity. The single network connection that formerly connected Bell Hall seminar groups has been improved for much greater throughput and has been expanded six-fold.

The College also has a node in the Tele-Training Network, satellite-based video telecommunications system used to support limited RC education.

## **Computer Centers**

The College has a 16-station general purpose computer laboratory for individual student/staff and faculty use. It is the primary location for automation-specific training. The computers are 486s, connected to the College network, and have access similar to that which the classrooms have. This facility has recently undergone considerable/significant refurbishment.

The College also has a new facility in Classroom 7 of Bell Hall that is known as the War Lab. This facility, which is nearing completion, is heavily infused with state-of-the-art technology and has tremendous potential for hosting distributed simulations and battle staff training.

## **Local Area Network (LAN) (Campus Area)**

The College's LAN extends to encompass Bell Hall, Eisenhower Hall, Flint Hall, and the *Military Review*, which is located adjacent to the campus proper. This network provides a shared Ethernet (10 megabit) connectivity internally, externally to the greater CAC Network, and to the Internet. Approximately 60 to 70 percent of the staff and faculty are connected to it and are afforded the same capabilities described for the classrooms. The network operating system is being upgraded to a Microsoft Windows-based-system that will significantly enhance information-sharing. Simultaneously, the physical wiring of Bell Hall is currently underway. This action is necessary to retire older network architecture, increase the stability and capability of the College Network, and extend its presence to all the organization's membership.

## **Remote Access**

Individual student connectivity provided as a part of the Army's Gateway Program and is administered locally by DOT. It includes a communications server and a bank of 64 high-speed (28.8 kbps) modems that are located in the Fort Leavenworth DOIM. This system can be accessed by dialing either a local or and 800 number. Staff and faculty also have individual accounts and can access the service.

As an additional remote capability, all students have individual remote mail accounts that work with their classroom accounts. This enables them to attach files to E-mail messages for distributed collaboration outside the physical classroom. All College leadership and selected key personnel also have this capability.

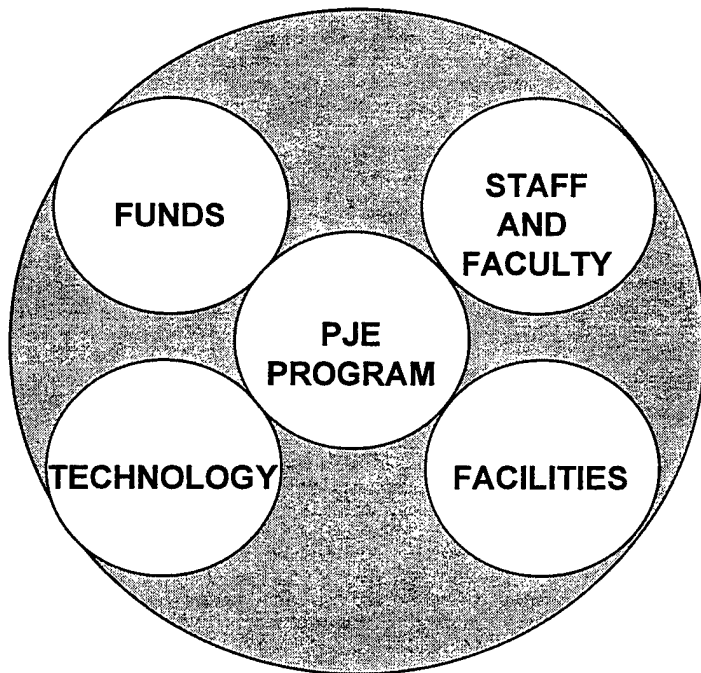
## **Academic Support Summary**

The College currently has good support systems in place to achieve PJE program objectives. However, if the College continues to undergo more funding and

personnel cuts, it will become increasingly difficult to maintain future program standards. The College leadership is currently working with HQ TRADOC to ensure support systems receive the priority needed.

The figure below illustrates the interrelationship of the four key College support systems to the PJE Program. For PJE to meet its objectives, each part of the system must continue to operate in unision with the other.

**Figure 34. CGSC Systems and PJE**



## **CHAPTER 6: THE VALUE OF THE SELF-STUDY**

Chapter 6 is an appraisal of the value of the Self-Study. It reflects important findings of the year-long process the institution undertook to review itself and the PJE Phase I program. The chapter summarizes the College's principal strengths on which it must continue to build. Just as important, it summarizes institutional areas of concern and limitations the College must address for furthering institutional improvements. That is, like all other institutions, the College must first recognize its limitations in order to develop ways to overcome them.

### **COLLEGE STRENGTHS**

#### **Faculty and Staff**

The College's most important strength is its people's qualifications and professionalism. The Self-Study clearly confirmed that the College's leadership, faculty, and staff have the right academic credentials, operational experience, and expertise to accomplish its missions and the PJE. This conclusion has also been independently verified by the 1994 TRADOC Inspector General visit to the College to review instructor qualifications.

Within CGSOC, faculty experience and credentials have in some ways never been better. (See Chapter 4). The fact that 77 percent of the military faculty are resident course graduates shows the strong commitment the Army has made to faculty quality. Few organizations in the Army can boast a percentage that high.

CGSOC also has the right mix of officers with joint experience to perform its PJE mission. Officers assigned to the sister service elements and DJCO have the credentials to develop and teach the PJE requirements found in CJCSI 1800.01.

The proof of the value of the College's and CGSOC's faculty is the frequency with which they are called on to contribute to ongoing and often crucial operations throughout the world. Although there is some concern for future faculty quality and quantity, the College is confident that the Army leadership will continue to staff the College with high quality officers with the right backgrounds, experience, and skills.

#### **Students**

CGSOC is fortunate to have a highly intelligent, experienced, and dedicated student body. Officers from all services and from other nations are competitively

selected to attend, and are among the most professionally competent personnel anywhere. They bring to the classroom years of Army, other-service, and other-nation experience in the field, at a level of commitment different from that found in most other professions. Many have participated in combat operations and MOOTW, and more than half have master's or higher degrees. This previous professional experience and development adds greatly to the productivity of CGSOC's learning environment.

Only approximately 50 percent of eligible Army officers attend resident CGSOC. As graduates, these officers are eagerly sought by the major commands. In fact, executing the CGSOC graduate officer distribution plan each year involves a major effort by the Army Military Personnel Command, which is charged with the administrative aspects of an officer's career management.

CGSOC has one air and one sea service student in each staff group (128 total). This is a significant increase over the 40 air and 16 sea service officers who attended the course in 1986. Like their Army counterparts, sister service students are among the best in their services and are sought after by field commanders and senior headquarters when they graduate. Sister service officers who attend CGSOC also have the right operational backgrounds and experience needed to bring their service's perspective to the staff group learning environment.

International officers enrich the CGSOC learning experience by bringing to the course their unique perspectives concerning the profession of arms. Representing 74 countries from around the world, they particularly reinforce the importance of combined and coalition warfare in the modern era. The outstanding quality of international students who attend CGSOC is supported by the high numbers who become key senior leaders and officials in their countries.

Following graduation, College graduates perform impressively, as attested by surveys of their superiors. The graduates themselves have assessed their CGSOC experience as the most productive schooling in their careers to date and as crucial to their future success. Promotion statistics bear out these individual impressions. In fact, CGSOC completion, or its equivalent, is virtually essential for Army promotion and senior service school selection and for all positions of higher responsibility.

### **The Curriculum**

CGSOC is a demanding educational experience. Students must complete 736 hours of intensive core instruction that emphasizes military operations at the tactical and operational levels of war. The core is complemented by a 189-hour elective program providing focused study of a wide range of military topics. This rigorous academic schedule, balanced against physical fitness and extracurricular activities, challenges students to perform at high levels.

The breadth and depth of CGSOC is one of its most significant strengths. The course provides students with learning activities that ensure graduates possess the



skills, knowledge, and attitudes needed to perform in the field. Throughout the course, students are placed in a variety of operational settings around the globe that require them to plan combat operations or MOOTW. Because of the scope of the CGSOC curriculum and its emphasis on warfighting, graduates know what it takes to plan and execute operations at the tactical and operational levels of war.

Course design is another strength of the CGSOC curriculum. Using the building-block approach, the course starts with basic knowledge, then provides students progressive and sequential learning that requires them to apply the knowledge. Throughout the course, scenarios on varying terrain are used to reinforce learning. At the end of the year, the final three weeks are spent in a Capstone exercise that draws on the 10-month Leavenworth experience.

CGSOC devotes a large portion of its curriculum to joint operations. Students receive joint instruction that goes well beyond the comprehension level of learning required by the PJE. CGSOC graduates leave the course not only knowing the basics of joint operations, but also understanding the Army's role in planning and supporting joint operations. Feedback from the Armed Forces Staff College indicates that CGSOC graduates are well prepared for PJE, Phase II education conducted by that institution. The CGSOC curriculum reflects the long recognized understanding that the Army can be successful only in a joint environment.

The system the college uses to develop and evaluate the CGSOC curriculum is another strength. The College AIS ensures that College leadership reviews the curriculum in a systematic manner. Through the AIS, the PJE and other subjects are continuously evaluated in terms of effectiveness and achieving standards. The AIS is a systems approach to training, which is continuously used to develop, execute, and evaluate the CGSOC curriculum.

The nonresident program reflects many of the resident program strengths because of the parallel developments of the two courses. Resident and nonresident course authors work closely together to ensure that both courses achieve similar learning outcomes. With regard to the PJE, the nonresident course authors ensure that each PJE objective is taught at the comprehension level. Within this context, a major strength of the nonresident course is that it enables the Army to provide an intermediate-level education to nearly 100 percent of its active duty field grade officers and a large percentage of those in the RC force. The College's ability to successfully manage a nonresident program with over 17,000 students is a major achievement.

In summary, the CGSOC curriculum prepares officers extremely well to perform in a wide variety of operational assignments to include joint operations. It emphasizes cognitive learning as well as the affective qualities needed for success in joint duty assignments.

## **Student Evaluation and Curriculum Assessment**

CGSOC has an extensive and comprehensive evaluation program. Student achievement is based on clearly defined learning objectives that are measured by multiple evaluation instruments. The faculty is talented and experienced and uses a professional approach, based on instructor training, field experience, and officer leadership skills, to evaluate student performance in each course.

CGSOC uses both objective and subjective examinations to measure student knowledge. These are coupled to other oral and written subjective requirements to provide balance assessments of student performance. Formal evaluation feedback for resident students is timely, and is supported by interim feedback throughout the course. Student achievement is further encouraged by an honors and awards program in which students are eligible to compete for a variety of honors and awards that recognize exceptional student performance in many areas.

CGSOC also has a system for assessing curriculum. It uses both internal and external sources to ensure that all aspects of the school are measured. Internally, this system allows the Dean of Academics to measure student perceptions for every course and synthesize it across the curricula. Student and faculty interviews and other surveys provide information for course assessment. Externally, a variety of instruments, from surveys to video teleconference, are used to measure effectiveness of the course and the PJE.

In addition, faculty who visit joint staffs obtain informal feedback on the CGSOC curriculum and graduates that is used to make updates and required changes.

## **The Academic Environment**

The College provides a special environment to foster the development of leaders. In this environment, officers develop creativity and intellectual curiosity that promotes continued intellectual growth throughout their careers. While at CGSOC, they learn how to apply the principles and doctrine of joint warfighting to achieve innovative solutions to complex problems related to modern warfare. To achieve this objective, the core curriculum places considerable emphasis on the subject of joint and combined operations which is reinforced through the electives program.

CGSOC balances the rigor of the academic environment with extracurricular activities that enhance student life. The student workload is closely monitored to ensure adequate time is provided for family ties and physical training. The Leavenworth experience provides US and international officers with a wide range of activities designed to promote fitness and mental well-being that enhances the understanding of other services and other nations.

Since 1982, the ACE program has been a major success story for the College. Over the years, ACEs have provided the counsel and advice needed by students to

succeed in the classroom. Formal and informal feedback from students indicates that the ACE program is a positive aspect of CGSOC.

Staff group methodology is another success story for CGSOC. Since its implementation in 1987, CGSOC has been able to present about 80 percent of its curriculum using active learning methods in a staff group setting. This has resulted in a learning environment that not only enhances learning but better prepares graduates to perform on staffs in the field.

The principle of academic freedom is a key concept the College embraces. Faculty and students have the freedom to express ideas and opinions with openness and frankness. No better testimony to academic freedom at CGSOC can be found than that contained in a May 1993 article in *Military Review*, "A Comparison of the College and the Furnze Military Academy," by the first Russian officer to attend the College, Colonel Andrei V. Demurenko. In the article, Colonel Demurenko cites the "free discussion of materials by the instructors and students" as a strength of CGSOC. In the article he also praises the "democratic" process used to teach in the staff group environment.

Finally, the College goes to great lengths to ensure that joint awareness and perspectives are instilled in faculty and students. During the CGSOC academic year, both cognitive and affective learning occur, providing the knowledge, skills, and attitudes essential to successful performance in a joint environment. Added to that are many other manifestations of jointness, such as guest speakers, sister service faculty and students, and special PJE orientations. All this influence directly affects the learning environment (both inside and outside the classroom) and reinforces the achievement of PJE goals and objectives.

### **The College's Mission Statements**

This Self-Study indicates that the College has a clear vision of its role within the Army and the professional military education system. The College's mission and goals provide the rationale for conducting current operations. They also represent the evolution of the institution and how it fits into the Army's leader development system. A principal strength of the mission statement is that it encompasses the diversity reflected by all of the schools and organizations.

Analysis of the CGSOC mission reveals appropriate focus on the purpose of intermediate education as specified in CJCSI 1800.01. With its emphasis on division, corps, and joint operations, CGSOC focuses on warfighting within the context of operational art. The course also emphasizes the teaching of tactics and the role of strategy. Two of the ten CGSOC goal statements directly support important aspects of the PJE.

CGSOC achieves its mission by providing motivated and talented students with a challenging curriculum taught by a professional faculty. The result is a graduate who

not only can plan and conduct military operations, but can anticipate change and respond to the uncertainties of a changing world environment. Key to CGSOC mission accomplishment is the concept used to design and develop the CGSOC curriculum. This concept provides for the acquisition of knowledge but emphasizes the development of higher cognitive skills such as application, analysis, problem solving, and decisionmaking.

Throughout the 10-month resident CGSOC course, instructors challenge students to demonstrate those higher intellectual skills required to be successful staff officers and field grade commanders. At the same time, students must demonstrate that they have acquired knowledge and mastered Army and joint doctrine and the fundamentals of combat operations. CGSOC's educational concept of developing higher skills while ensuring knowledge of doctrine and fundamentals provides a solid foundation for continued intellectual growth and service to the nation. The concept also ensures that students develop attitudes and skills needed to perform in a joint environment.

Under the mission statement, CGSOC goal statements provide the basis on which the academic program is built. Each goal is linked to both the mission and a course discipline. Using these goals, departments develop learning objectives that identify competencies essential for mission accomplishment beyond the schoolhouse. This process ensures that the disciplines related to joint operations and warfighting are integrated throughout the curriculum.

An important strength of CGSOC is that it has been able to develop and execute a robust PJE while still maintaining its important service educational mission. This balance was accomplished through careful planning and full integration of the PJE into all aspects of the warfighting curriculum. The PJE supports CGSOC mission accomplishment and instructional goals of the resident and nonresident programs.

## **Governance**

The College draws from a diversity of sources in its governance process. It also has direct access to the Army Chief of Staff, the Commander, TRADOC, and other senior Army leaders during their frequent visits. This access allows the College to stay abreast of important high-level decisions that affect military education and training. The institution also has the benefit of input from many boards and committees that help guide important educational programs. These advisory bodies meet frequently with the DC and other College leaders to discuss important issues in an open and candid forum.

An important aspect of the governance of the College is the Commandant's dual role as the Commander, CAC, and Commandant. In this capacity, he has the capability to call on the many resources of Fort Leavenworth to support the College's educational programs. An example of this advantage at work is the support given annually to the CGSOC end-of-year Prairie Warrior exercise by BCTP. The BCTP staff spends many months working with College personnel to ensure success. Similarly, over the years,

through the Commandant's dual role, the College has been able to establish many beneficial working relationships with other post organizations able to enhance the College's academic programs.

The scope of institutional involvement in College decision making is a significant strength of the governance system. Faculty, staff, and students serve on a variety of boards and committees that allow a free exchange of ideas affecting College operations. This approach permits all constituencies a stake in the system and a sense of involvement in the decision-making process. However, there is a cost in the numbers involved. The valuable time required to serve must be taken from other activities directly concerning the classroom. Still, most staff and faculty members recognize the importance of service on governance bodies and believe the effort is worthwhile.

### **Master of Military Art and Science (MMAS) Program**

The College's master's degree program is unique. Begun 30 years ago with a handful of candidates, the program now annually enrolls approximately 100 aspirants, operates with consistent academic rigor, stimulates faculty professionalism, and produces impressive young scholars as well as military scholarship valuable to the U.S. defense community. It enjoys wide institutional support and enthusiastic participation, even during the current resource reductions with attendant workload increases. Significantly, personnel in other Fort Leavenworth and CAC activities regularly support the MMAS program by sharing their expertise with the College.

The MMAS program is the centerpiece of the College's accreditation as a graduate school. It generates distinct institutional pride and assures the College of the continuing benefits of NCA affiliation and a nourishing involvement with other quality institutions in American higher education.

Throughout the years, MMAS students have written theses addressing joint operations and issues. For example, in 1995 Major Stephen McHugh published a comprehensive thesis on Joint Officer Management, a treatise that addressed many of the management problems currently being reviewed by the services and the joint staff.

### **Facilities**

Even though Bell Hall has not been systematically renovated since its completion in 1959, it has been a more than an adequate principal home. With the library's move to Eisenhower Hall, significant additional space has been freed for other purposes. To keep the building up to standard, limited funding has been regularly invested to upgrade classrooms, offices, and auditoriums. Large, well lighted classrooms, flexible classroom configurations, and multimedia capabilities throughout the building exceed most expectations for educational institutions. Facilities problems are addressed promptly, and both students and faculty assist in the upkeep essential to the institution's functioning.

As the renovation of Bell Hall draws nearer, some of this systematic restoration has deliberately been deferred in the expectation that new furnishings eventually will eliminate the need to service old ones. For example, only one classroom in Bell Hall has been converted to up-to-date educational standards. Meanwhile, departments previously housed in older, outlying buildings have been moved into Eisenhower Hall, where an entirely modern setting helps in completing the work at hand.

A bookstore, cafeteria, laundry drop, barber shop, and banking service, all under one roof, greatly enhance the convenience of College life. An adjacent fully equipped gymnasium, and other extensive athletic facilities on post complete a superior facilities complex appropriate to the College's mission.

### **Traditional Funding**

A principal College strength has long been reliable funding, based on the institution's clearly and universally understood importance in the Army and Defense community. For most of the 1980s and early 1990s, the College enjoyed funding priorities high enough to meet its essential needs. The completion of Eisenhower Hall, the initial renovation of Bell Hall, the approval of \$308,000 to purchase 64 Pentium PCs for CGSOC, and other conspicuous examples of financial commitment attest to generous funding levels. However, the forced budget reductions of the mid-1990s have sharply curtailed expenditures and the programs they support.

The College's role in military affairs, while changed to meet the demands of the times, is no less important than it was 10 years ago and no less deserving of sufficient underwriting. Because the Army's top leaders have acknowledged the College's criticality by pledging continued, traditional funding support, essential funding must be counted as an institutional strength.

### **Academic Oversight**

With the creation of the Dean of Academics position in June 1996, the Dean realized the need to strengthen the College's academic overview function performed by the Directorate of Academic Operations. Originally designed to exercise significant academic overview and policy responsibility, the directorate had become, inadvertently, an office concerned with day-to-day academic support functions such as classroom scheduling and registrar activities. Consequently, management of the College Accountable Instructional System and coordination of academic programs among the schools received less attention than at first intended. For example, schools were developing and executing their own curricula with insufficient horizontal or vertical coordination.

This problem was compounded in 1993 when Academic Operations moved five of its training development positions from College-wide support to the direct support of

the CGSOC. Before the transfer, personnel in those positions provided training development support for the other College schools.

In July 1996, the Dean of Academics realigned the Academic Operations Directorate to provide improved oversight over all academic programs. He created and adequately staffed three divisions within DAO:

- The Academic Plans and Policy Division (APP).
- The Development and Assessment Division (DAD).
- The Curricula Operations Division (COD).

Key to the reorganization was the merging of faculty development and curricula evaluation functions under DAD. This provided the personnel and expertise in one office needed to support two critical academic functions. So far the results of the Academic Operations realignment have proved highly successful as judged by the organization's ability to effectively perform an increased and challenging workload.

### **The Combined Arms Research Library**

The College is extremely fortunate to have a modern world-class Combined Arms Research Library. The new building, Eisenhower Hall, is a tremendous asset whose space, communications, seating, lighting, acoustic qualities, and equipment have combined to make an outstanding facility. However, CARL's greatest strength is its staff, which is exceptionally service oriented, well trained, highly motivated, and completely professional in the performance of its duties and functions. Many of the staff have worked in CARL for years and have extensive knowledge of its collections and other military libraries' resources. They also understand military technology, doctrine development processes, and specialized military information resources.

The excellence of the CARL staff in providing reference and research services and curriculum support is attested to by its reputation throughout the College and by the frequency with which former college personnel continue to request assistance in follow-on assignments. Patrons frequently express their satisfaction with CARL through student comment sheets, student and faculty advisory councils, and written and oral messages.

CARL's other great strength is its collections of materials which provide an in-depth and well-balanced view of military history, doctrine, and operations, including sister service and joint operations, and current events, businesses, and foreign policy coverage.

CARL's early and consistent belief that automation is the future of information, coupled with strong financial support from the College and TRADOC, gives the College

a tremendously powerful electronic outreach to Army, joint, defense, news, business, and scholarly information, of which CARL is a leader.

## AREAS OF CONCERN/LIMITATIONS

### Future Funding

The most serious problem the College faces is future funding. (See Figure 35.)

Figure 35. CGSC Funding

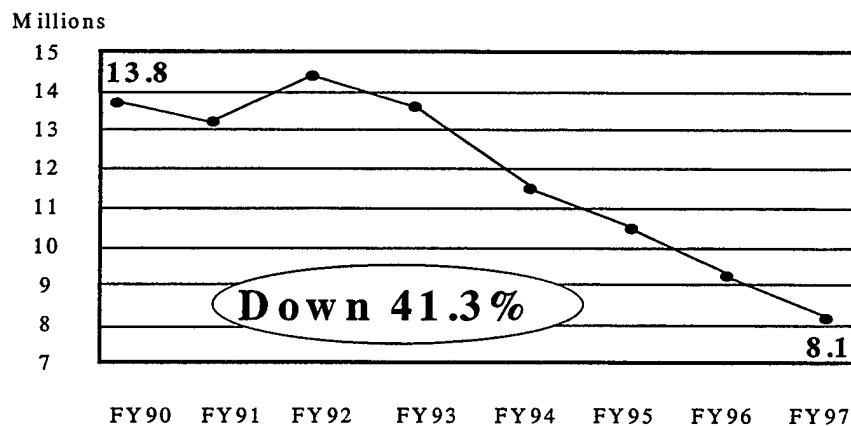


Figure 35 has been adjusted to show funding for the core missions at the College. Funding for civilian pay raises, changes in missions, or one time funding has been excluded from the total amount of direct funding received from TRADOC. Examples of changes in mission funding include printing costs shifted to other agencies, and funding for special programs like The Tactical Commander's Development Program; The Civilian Leadership Training Development Program; The Reserve Component Training-Development Action Plan; and the Prairie Warrior Exercise. Examples of one time funding include Desert Storm support and the opening of Eisenhower Hall.

The College currently allocates its funds as follows:

- 70.6 percent labor.
- 16.0 percent purchased services.
- 5.4 percent travel.
- 4.5 percent printing.
- 3.5 percent supplies and equipment.



As shown, the College's labor costs are by far the largest single category in the budget. This means that civilian positions will have to bear the brunt of reductions if adequate funding is not received. This would surely impact on CGSOC's mission accomplishment and the achievement of PJE personnel standards.

The funding problem is compounded by the fact that the overall College overall student load is projected to be up 6.3 percent by FY 1998. However, CGSOC is projected to remain at 1,050 for at least three years.

If funds continue to be reduced, the College may have to discontinue some missions or functions and possibly reduce the amount of small group instruction. This would certainly impact on PJE and how it is conducted. For example, a key PJE-related program already affected by funding is field surveys of graduates. In the past, TDY funds were available to send faculty and staff to the field to interview graduates and their supervisors concerning both the CGSOC resident and nonresident curriculums. Because of reduced funding, this is no longer possible. Also, printing and mailing costs have curtailed the number and frequency of external surveys.

The College's overall funding dilemma was highlighted as a major concern in the 1995 NCA Accreditation Report. The NCA will send a team to the College in 1998 to issue a College "monitoring report" on funding and stability of faculty (both military and civilian).

Based on student loads and mission requirements, it takes \$10.5 million in direct funding authorization to resource the College adequately. The College is currently working with CAC and TRADOC to resource the institution to meet FY 1997 requirements. At this time, it is not clear at the College will be funded.

The serious concern about future funding must be balanced against the Army's overall financial commitment to Fort Leavenworth and the College. In recent years, the Army has invested millions of dollars in educational programs and facilities that are not a direct part of the College budget. And, this investment has directly improved the College environment and enhanced many programs. For example, the Army spends considerable funds to execute the CGSOC Prairie Warrior Exercise. However, only a small part of the cost comes from the College budget. Likewise, the renovation of one entire wing of Bell Hall for the Battle Command Training Program and the classroom conversion into a War Lab was made at no cost to the College. Probably the best example of how other funding sources enhance the College is the recent acquisition of 82 Sun Space Computers for CAC funded by the Army Program Manager for Operational Data Systems. Most of these computers will go to the College to facilitate the integration of technology in the learning environment. Although the College, like other organizations, is faced with serious downsizing concerns, there is significant evidence that the Army will maintain its strong commitment to Fort Leavenworth and the College.

## Personnel Strength

The College faces personnel as well as financial constraints. Under Army downsizing procedures, recent reductions in military faculty authorizations has affected the College. While the impact is not immediately apparent in raw numbers, it threatens to impede the institution's ability to conduct its education and training missions at the expected level of excellence.

**Figure 36. Personnel Authorizations**

	FY91	FY92	FY93	FY94	FY95	FY96	FY97
Officers	508	507	450	423	429	384	383 (Down 25%)
Enlisted	81	76	66	65	68	51	49 (Down 40%)
Civilians	260	237	230	239	205	189	175 (Down 33%)
Total	849	820	746	727	702	624	607 (Down 33%)

Figure 36 clearly shows the scope of the reductions. Overall authorizations are down 33 percent. At the current rate of reduction, it will be difficult for the College to maintain the PJE's 4 to 1 student-to-faculty ratio for CGSOC. Of particular concern is the civilian strength downtrend. So far the College has been able to protect most civilian instructors by primarily eliminating staff personnel. However, given both funding and authorization reductions, key civilian faculty may face elimination.

A related problem is the Officer Distribution Plan (ODP). Because the total Army officer inventory does not match authorizations by grade and specialty, DA allocates shortages to better spread the austere resources. Prior to 1994, the College was fortunate in receiving an ODP allocation that covered 100 percent of authorizations. Unfortunately, this is no longer the case. The current ODP covers 85 percent of authorizations, reflecting a difference of 55 military positions.

## Technology and Automation Improvements

Like many education institutions, the College must upgrade its technology and automation capabilities. Major concerns were raised during the Self-Study.

The College must position itself technologically to fully participate in the emerging Army Distance Learning Plan (ADLP). The plan, with the College's own vision for modernization, describes an environment that optimizes resident, technology-assisted, individual learning and provides a distance learning capability unrestricted by

time, distance, or location. It further prescribes multiple levels of hardware and software architecture required to produce and distribute a wide array of multimedia-based course materials. The College currently has, to varying degrees, parts of the architectures in place and can, at least, begin the process of redesigning course materials. The College is seriously hampered however, in its ability to utilize these materials because of a lack of an adequate classroom display capability. Since the bulk of all curricula is executed at the small group level, the number of systems required is large. To meet the guidance specified in the ADLP's level 3 standard, the College requires 130 video/data projection systems costing \$520,000 (approximately \$4,000 each) for CGSOC, CAS<sup>3</sup>, SAMS and SCP.

The College needs more sufficient modern computer platforms for its staff and faculty. There are approximately 539 staff and faculty. The college has 551 desktop computers, 125 of which are 386 computers or lower. To be able to provide the multimedia courses necessary to support ADLP, these systems and the bulk of the more modern 486 class devices must be capable of developing or exploiting multimedia. Purchase estimate for replacement of these obsolete machines is approximately \$320,000.

Without sufficient funding, the College cannot adequately exploit the use of automation, simulations, and other technology called for by the Army's Distance Learning Plan. Approximately 25 percent of the College staff and faculty either have no automation equipment or are using equipment that is 386-based or lower. The College cannot begin to embrace the ADLP without modernizing its automation infrastructure.

### **Bell Hall Renovation**

During the Self-Study process the condition of Bell Hall was thoroughly reviewed by the Academic Support Committee. The conclusion reached was that Bell Hall must undergo major renovation if the College classrooms are to provide Twenty-First Century educational opportunities.

Long-term automation upgrades are required to support simulation use, classroom presentation systems, curriculum development, and management systems. There are many infrastructure problems that must be addressed such as: rusting classroom metal walls; windows not insulated; the HVAC system does not provide zoned heating and cooling; the electrical system will not support the required level of automation use (building brown outs frequently occur); and auditoriums are poorly lighted, seats and carpets are worn, and sound systems are of 1959 vintage (tube technology).

Some work has already been done to upgrade Bell Hall such as the new cafeteria, book store, and the Battle Command Training Program wing. However, much more work is needed.

## **Faculty and Leadership Turnover**

Another major concern is the College's high rate of turnover. Much of this is associated with the turmoil created by the Army's rapid drawdown and the fact that all Army organizations are competing for seasoned and experienced lieutenant colonels.

Overall, the College is experiencing a 47% turnover rate in lieutenant colonels alone. However, with initiatives such as stabilizations and tenure, CGSC will experience a minimum of 37% turnover rate for PJE faculty. It will take continued focused initiatives to keep the turnover rate at a minimum because of issues such as time on station limitations and the Army-wide need for CGSC quality instructors.

The College seeks to have its military faculty remain three years. This tour length provides relative stability in the teaching departments while still allowing a practical rotation of personnel, who possess recent field experience, into the classroom. Invariably, often the College has not always been able to meet this goal and two-year faculty tours frequently occur.

The College leadership turnover is also an area of major concern. Directors rotate frequently and key director positions cannot be filled as quickly as desired. For example, there have been times in recent years when CGSOC teaching departments were headed by lieutenant colonels because of unexpected retirements or rotations.

Turnover associated with the DC's position is also of particular concern. During the last decade, most DCs have spent less than two years at the College; the past three DC's have only served for about a year. Replacing the College's principal leader every 18-24 months (or more often) adversely affects governance, decision making, and mid-to long-range planning. However, an offset to Deputy Commandant turnover has been some stability at the Commandant level where most incumbents remain at Fort Leavenworth at least two years. Many recent Commandants have served multiple tours at Fort Leavenworth. For example, the present Commandant (LTG Holder) and his predecessor (LTG Miller) have had four tours of duty with the College. And, as mentioned previously, the establishment of the two dean positions also aims to offset frequent turnover.

## **The CGSOC Curriculum**

The uncertainties of anticipated and future military operations make it necessary, but difficult, to update curricula. Graduates of CGSOC daily face problems that may not have been taught in the classroom. Recent operations in Bosnia and the Middle East are examples of situations that schools such as the College must embrace in determining curricula change. Each day planners confront important new issues such as force protection and environmental security that they must quickly integrate into existing courseware. This evolution is often difficult to accomplish given the tremendous turnover of experienced faculty and course authors.

The Self-Study highlighted the idea that more must be done to make use of technology and simulations to support the curriculum. In recent years, CGSOC has made significant progress in these areas as evidenced by Prairie Warrior and the use of JANUS in the curriculum. However, still more must be done. For example, additional activities must be included in the curriculum that require students to use technology as a routine part of the decisionmaking and learning process. The College is currently working on that challenge and developing an automation plan to ensure technology plays an integral part in the learning experience of CGSOC students. The continuing maturation of joint automation standards being developed through the MECC will also help facilitate this process.

A major curriculum shortcoming identified during the Self-Study relates to the time CGSOC students spend in the classroom. In Term I, students average 7.6 hours of classroom contact time when all activities are factored in such as guest speakers. That is far too much and does not allow adequate or reflective preparation time. It also adversely affects the faculty because of the time they too must spend in the classroom. As a result of this, the College has initiated a major effort to reduce the CGSOC curriculum (described in Chapter 4). The results will be a reduction of about 200 core hours by AY 1998-99.

A major curriculum concern at the start of the Self-Study was integrating the required 23 PJE learning objectives into courses on relatively short notice. Course authors were working from CSCSI 1800.01 drafts during the time AY 1996-97 courses were being written. But with DJCO taking the lead, authors worked diligently to ensure that PJE learning standards were exceeded in all areas. The Self-Study process greatly accelerated the effort to integrate the new PJE requirements fully into both the CGSOC resident and nonresident courses.

The size and diversity of the CGSOC study body makes it a challenge to always focus instruction at the right level. Students come to CGSOC with a wide range of skills and knowledge. The range includes internationals, who may have little knowledge of US Army operations, doctors and lawyers, who spend most of their careers within their professions, and experienced Army officers, who have had a series of demanding operational assignments. This diversity requires much time at the start of the course to bring all students to approximately the same level. During this time, the curriculum emphasizes and focuses on fundamentals that may or may not be targeted at the right level depending on the student's background and experience. Over the years, College leaders have struggled over the correct level at which to focus the core curriculum, given the diversity of skills and knowledge within each staff group.

### **Career Value of Instructor Duty**

There is some feeling among officers of all the services that instructor duty at any of the service schools is not as career enhancing as are operational assignments. This issue was raised by the House of Representatives Panel on Military Education when its members held field hearings at the College and other schools in 1988. In its

report, the panel noted that ". . . the dilemma becomes apparent as most officers shun faculty duty in favor of operational assignments or assignments to important headquarters staffs . . ." The report went on to state that Army officers felt that faculty duty "at best is neutral to an officer's career," while Air Force officers described instructor duty as a "holding pattern."

The College has long grappled with this complicated issue of faculty duty versus career advancement, which again surfaced during the Self-Study as an issue that impacts the military faculty. The reality is that within the College, faculty of the largest course (CGSOC) traditionally do not compete well for command selection and promoted to colonel.

Even though it is obvious that not all positions in the Army can be filled by officers with high potential for promotion and command, the College and the Army must continue to strive to ensure that its personnel are appropriately rewarded for faculty duty. Career value of instructor duty is certainly an important issue for the Army as a whole. But from a College perspective, the important aspect of this issue is that the College must continue to make instructor duty an attractive and rewarding experience. Many officers seek instructor duty at the College because of its challenges, the reputation of the College, and the outstanding quality of life offered at Fort Leavenworth. As a fact, over the years a significant number of the military faculty has asked to remain at the College beyond their normal tour of duty.

### **College Organizational Structure**

During the 1980s, the College underwent a tremendous expansion of its organizational structure. Five schools evolved, doctrine writing returned, and many directorates expanded the size and scope of their activities. In historical context, it could be argued that the 1980s saw the greatest institutional expansion ever.

That expansion created a large, well staffed structure capable of performing many diverse internal and external missions. For example, CTAC performed the major mission of tactics standardization and integration throughout the TRADOC school system. The downsizing of the 1990s has reduced the College's capability to perform many of these missions. However, the organizational structure built in the 1980s has essentially remained in place, but with considerably fewer assigned personnel.

The College formed several Process Action Teams over the past few years to review the College's organizational structure, but little success has resulted. The College is now at the point where major organizational changes are needed to posture it with an organization that redefines responsibilities and provides a structure capable of meeting its mission well into the Twenty-First Century.

## **Minority and Female Representation**

Despite progress in attempts to increase the number of minorities and women at the College, more needs to be done. At both the leadership level and the instructor level, the College does not mirror the Army as a whole. However, measuring the College against the Army averages in these two areas can be misleading because a significant proportion of the minority and female population is in the lower grades. And for the most part, the College is an institution of majors and lieutenant colonels.

The College currently has one black male director (CAS<sup>3</sup>) and the incoming Dean of Students and Administration is black. There are no military female directors. And with the exception of the Director of CARL, no minority or female civilians hold upper leadership positions. At the instructor level, females and minorities are also under represented.

The College has made some gains in its female and minority population in recent years. For example, the previous CAS<sup>3</sup> director was female, and currently the College has 9 black and 17 female instructors. But the leadership recognizes that more must be done in this important area.

## **Faculty Professional Development**

One of the most important elements of the College Faculty Development Program is participation in civilian education programs as well as seminars and symposiums conducted among the Services. In fact, participation in such activities complements the College's mission to promote and support the advancement of military art and science. Yet, this important aspect of faculty development has been greatly curtailed because of rising costs and cutbacks in funding. Faculty still represent the College at external meetings on a more limited basis, especially when other organizations provide funds in order to have the College SMEs in attendance. However, the College finds it increasingly difficult to meet the needs of all faculty in this important area.

## **Long-Term Planning**

The College has made a determined effort to do long-range planning while confronting an uncertain future. For the past decade, it has focused important long-term planning efforts on facilities, producing the much needed Eisenhower Hall and the continuous upgrades in Bell Hall. Long-term planning in other areas has included a revised vision of the College's mission and curricula in 1991 and a corresponding restructuring of the College's goals and objectives throughout the institution in 1992. These have been followed by a corresponding "1993 Azimuth Plan" to chart and hold a course into the future and, significantly, a comprehensive Automation Plan to help keep pace with advancing educational technology. In 1996, the College completed a plan

named Leavenworth 2005, *Shaping the Army and Joint Education for the Twenty-First Century*. However, in all these areas implementation is difficult and necessarily incremental owing to the unpredictability of both Army budgets and the world within which the Army must serve.

### **Faculty Council**

The role of the Faculty Council was the focus of another concern raised during the Self-Study. Unlike counterpart organizations at civilian institutions, over the years the council has not been a consistent contributor to the College's decision making process. This variance has resulted partly from the differing views College leaders have held over the years concerning the council's role in governance, partly from the frequently changing personnel of the council itself, and partly from the military's natural inclination toward the chain-of-command approach to solving problems. Nevertheless, the Self-Study suggested that a process is needed to reexamine the role of the faculty council and to strengthen its utility.

### **The Combined Arms Research Library**

CARL is a great strength of the institution. It is also an area of major concern because of the costs associated with operating and maintaining a world class research library.

CARL's present level of funding is barely adequate to maintain current levels of operations and service. The non-labor budget for CARL has eroded from \$700,000 in fiscal year 1992 to \$349,000 in fiscal year 1996. The recent loss of support for the concept of an Army Tactical and Operational Research Library (ATORL) has serious funding implications. ATORL funding would have made it possible for CARL to grow into the next century with current technology and provide access to up-to-date resources. ATORL funding would have amounted to about \$455,000, including increased personnel, contracts, and collections. ATORL funding was initially acquired in FY94; it was lost in FY96.

Staffing is also a problem for CARL. It was generally understood that CARL did not have sufficient staff to move from 26,000 square foot facility housed on two floors of Bell Hall to a 98,000 square foot facility housed on three floors of Eisenhower Hall. There is no staff to monitor or assist library users on the second floor at all. On the third floor there is an additional access point which must be staffed for security reasons. It is currently covered by borrowed manpower from all library sections, which has resulted in slowdowns and backlogs in those areas. Ten new positions were identified as necessary for the new library to operate efficiently with required accountability and security controls. These positions have not been forthcoming. Instead, existing positions have been cut.



Likewise, the reference staff is hard-pressed to handle the increased demands and expectations placed on the library by automation of information resources. Although automated services have eliminated many repetitive, clerical functions, they have created new manpower demands on those who must learn how to make them available to patrons, and those who maintain and update the systems. The continuing trend toward automation of information will create a requirement for additional staffing.

In short, the long awaited new library building, while solving CARL's space limitations, has created new staffing problems; the very size of the building and its new automated resources require additional staff to ensure that adequate service is available and that all areas are covered and under staff control.

### **CGSOC Institutional Climate**

The College has a vitality that is rarely matched in institutions of higher learning. However, the Self-Study revealed that the uncertainties associated with the institution's downsizing has brought some anxiety to the civilian workforce regarding job security and opportunities for advancement and incentive awards.

The faculty's teaching load is another concern raised during the Self-Study. Most instructors have a heavy academic schedule that starts in August and ends early June. During the summer, instructors must attend department training to prepare for the coming year. This leaves little time for research, publication of articles, and general professional self-development. With faculty reductions occurring, it appears that instructors will get even less relief from the rigors of the demanding workload placed on them.

The institutional climate is also affected by the deteriorating condition of Bell Hall. Classrooms built for instructors in the 1960s are no longer adequate to meet the needs of modern learning environment. Technology, in particular, requires major upgrades in classroom areas. Many offices in Bell Hall are still crowded and do not offer space for the faculty to counsel and advise students.

### **The Nonresident Program**

Throughout the Self-Study process, all committees expressed concern about the PJE nonresident program. It was clear that the nonresident curriculum about to be fielded would meet the requirement to teach the five required learning areas and the 23 objectives. However, it was difficult, and in many cases almost impossible, to apply all CJCSI 1800.01 standards to the program. The purely correspondence version of the course was particularly difficult to measure against existing standards given that there is no collective student body or teaching faculty involved in the learning experience.

It is evident that nonresident students lack many of the educational opportunities their resident counterparts enjoy. There are no guest lectures or elective programs

available to enrich their learning. In almost every case, nonresident PJE course material does not go beyond the comprehension level (for example, there is no Prairie Warrior-type exercise for nonresident students, although the Reserve brigade battalions school students do participate in some group exercises). There is only a small number of sister service officers enrolled in the nonresident program and there are no sister service faculty members.

The biggest challenge facing the nonresident program in the coming years will be the use of technology to enhance learning. Like other PME schools, the College is moving quickly on planning for technology in the resident classroom. More simulations and exercises will be used, and eventually each instructor and student will be linked in and out of the classroom through personal computers. How all that will happen in the two versions of the nonresident course is a significant challenge at this time—and a major funding issue.

The College and the Army fully understand that there are differences between CGSOC resident and nonresident programs. However, within its limitations, the nonresident program offers a quality education and fully covers the learning requirements of PJE Phase I.

### **Summary**

The College substantially benefited from its 1996-1997 PJE Self-Study. A recounting of the institution's strengths shows that Army and College leaders have invested wisely in the superior people, programs, and facilities that underlie its academic excellence. At the same time, current and projected resource reductions present the College with important concerns that must be addressed to maintain its traditionally high quality products. The institution is aware, throughout its academic, administrative, and support units, of the need to find creative solutions to these challenges.

## CHAPTER 7: ACTION PLAN

The purpose of this chapter is to generate, from the conclusions described in Chapter 6, an action plan aimed at building on the College's traditional strengths while also answering its concerns for both the near and distant future. For several reasons, any such plan, especially in its beginnings, must deal less with specific solutions than with general resolutions.

First, most of the concerns raised in the Self-Study are complex, implying lengthier consideration than its timetable has allowed. Second, each of the issues in some measure reaches beyond the College to TRADOC and the wider Army, requiring the assistance of other agencies in finding solutions. Third, the various uncertainties imposed by ongoing reductions in force suggest a need for flexibility in planning until force levels stabilize.

Within that framework, however, beginnings can be made. Thus, the remainder of this chapter is a point-by-point reply to the concerns raised in the previous one.

### INSTITUTIONAL AREAS OF CONCERN/LIMITATIONS

#### Future Funding

**Response:** The College's traditionally generous funding has in recent years diminished. Funding is still adequate, but the possibility of leaner times to come is real. The College's main concern in this area is that reduced budgets will, in time, jeopardize important programs. These apprehensions are reinforced by the fact that, as funding levels have been lowered, the College has cut less essential activities to meet budget reductions. Clearly, the College and the Army must find ways and means to assure continued academic excellence, whatever the cost. Such ways and means will include the following:

1. The most obvious solution is for College leaders to press the College's case in the strongest possible terms to Army budget makers, senior Army leaders, and to the TRADOC chain of command. Emphasis already has been placed in obtaining current funding levels which, though reduced, are higher than those of many other schools in the system. However, this persuasive pressure must continue for the College's needs to be met. Three important advantages contribute to the College's likelihood of success. First, the Army Chief of Staff and the TRADOC commander frequently visit the College; they understand its importance, and they spend extensive time with the Commandant and Deputy Commandant during their visits. Second, the Commandant, being an alumnus, has served as a faculty member and as the Director, SAMS, resulting in his unusually deep understanding of the institution and its needs. Last, the Deputy

Commandant has recent experience in the Pentagon, giving him an excellent grasp of higher budget processes.

2. In addition to programmed funding, the College recently has been successful in acquiring money from other Army agencies to support College activities. For example, the College secured \$300,000 in external funding for the purchase of new computers for Bell Hall classrooms. The Director, Graduate Degree Programs, has obtained RC pay and allowance funds to underwrite the MMAS Consulting Faculty as well as ACofS funding for faculty participation in professional conferences. The College also has gained several hundred thousand dollars from DA to support students enrolled in nearby civilian master's degree programs while attending CGSOC. In short, through successful lobbying, the College has been able to supplement its regular income from a variety of external sources and will continue to do so.

3. To supplement such program funding in the longer term, the College has recently adopted, at the suggestion of its Civilian Advisory Committee, two other strategies it believes will bear fruit in the future. The first is to create an alumni association and foundation whose purposes mutually will be to serve the College's graduates and the College itself. Much of the association's effort will be directed toward fund raising. The second is to seek the support of automation vendors in establishing at the College a new technology test bed, equipped at the supplier's cost with current hardware and software, in exchange for developmental feedback on the systems in use. Other civilian and military institutions have implemented both types of programs, and both represent initiatives for increasing the College's financial support in the future.

4. It is sometimes suggested that another source of resources might be newly self-supporting activities formerly supported by program funds. In this view, one such activity might be the *Military Review*, whose operation would be funded entirely from subscriptions and other revenues, like most civilian scholarly journals. Similarly, many College texts, until now issued without charge to students, might be sold like other College textbooks to reduce printing costs. Parking spaces, to date supplied without fees, might also become an annually self-renewing source of revenue, as they are at most other institutions. Also, like many civilian institutions, CGSOC students could be required to purchase lap-tops as a prerequisite for the course or even pay for copying services. These are imaginative ideas worthy of exploration. Preliminary inquiries, however, appear to show that under current laws and regulations the College, as an institution supported by appropriated funds, cannot apply nonappropriated funds, such as most of those mentioned, to its operations.

5. In recent months, the Commandant and Deputy Commandant have spent considerable time and energy working issues related to reduced funding. CAC has submitted a proposal to TRADOC requesting one million dollars of additional funding for the College. The College leadership is optimistic that all or a major part of that request will be granted.

## Personnel Strength

**Response:** The College's most valuable asset, the quality military and civilian personnel who constitute the leadership, faculty, staff, and students, is unlikely to deteriorate in the years ahead. On the other hand, the fact that personnel reductions and new accessions, Army wide, are essentially competitive suggests that the general level of talent and dedication in future years is more apt to rise than to fall. The College, as a critical institution in the Army's education system, is certain to receive its fair share of this prized human capital. To a great extent, this expectation, in turn, will inspire wider confidence because talented people in any organization tend to find ways to overcome impediments along the path to success.

However, like the rest of the Army, the College must absorb reductions in assigned military officers, NCOs, and enlisted personnel. To a much greater extent, the College has been able to protect its civilian workforce, especially civilian faculty members.

While losses have had predictable effects on anxiety levels, most other Army organizations also have experienced proportionate reductions, as have many private-sector organizations in the current national context. The issue has become finding constructive ways to deal with inevitably lower staffing levels, especially among military officers. These measures will include the following:

1. Communication with top Army leaders. Although recent reductions have curtailed some College operations and increased the workloads of those who remain, staffing currently is still adequate to accomplish the College's key missions. To maintain this strength, the institution's leaders are, and will continue, making every effort to minimize further reductions by impressing on higher leadership the hazard of further losses.

2. Reorganization efficiencies. Owing partly to both the NCA and PJE self-studies and partly to recent and anticipated personnel reductions, the College currently is reviewing options to determine how changes in its structure, processes, and distribution of assets may lead to more efficient mission accomplishment. Although this project is still incomplete, the College is convinced it can reorganize effectively and still accomplish its traditional mission.

3. Reconfiguration of classes. If the College chooses not to reorganize broadly, the more limited option remains to teach selected classes in larger sections under senior faculty, combined with smaller discussion groups led by more junior instructors assisted, on occasion, by students with advanced education and experience in the subject. Many professional schools conduct some larger classes without sacrificing significant student-faculty interaction, reserving seminars for more advanced instruction. The College is fortunate in having an unusually mature, seasoned, and professionally committed student body whose members, generally speaking, are eager to assume active and even leadership roles.

4. Teaching teams. Another personnel-saving option under consideration is to use six faculty members as a dedicated teaching team for each CGSOC section. Using team teaching may save some personnel spaces for the College. However, the concept must be carefully studied before implementation because of obvious disadvantages, such as possible loss of subject matter expertise in the classrooms and the need for faculty to accommodate an expanded Advanced Application Program.

### **Technology and Automation Improvements**

**Response:** Systematic funding for automation modernization was discontinued in the early 90s, creating an impediment to the College's vision for technological growth. Therefore, any resulting modernization must be executed by leveraging outside funding. This funding, derived primarily from year-end, "windfall" money external to the College's budget, has yielded a degree of advancement, but systematic funding is required to acquire and maintain the technologies needed to meet emerging PJE and ADLP requirements. Despite this funding situation, over the past two years the College has been able to acquire multimedia development software; upgrade its office automation software and network operating system software; modernize its classroom computers; redistribute internal computer assets more appropriately; establish an Internet presence; incorporate, to a small degree, video teleconference (VTC) capability and simulations; provide enterprisewide Internet access and E-mail, with remote versions of each; and upgrade the antiquated network architecture that was unable to handle current demands. To continue this progress the College should consider the following:

1. Classroom Display Capability. The College is exploiting its fleet of large screen display devices to the greatest extent possible by moving these devices to and from desired locations. However, doing this increases the probability of damage to these devices, which are already in short supply. The College continues to seek funding for the upgrade and additional procurement of this capability through a variety of potential sources, such as the TRADOC Key Enabling Initiatives Program.

2. Additional staff and faculty computers. The College is acquiring additional PCs by obtaining computers from other organizations whose own modernization efforts yield computers that, while not new, are still powerful enough to function adequately for most staff and faculty requirements. The College will continue to seek funding through the programs described above as well as from year-end fund absorption.

3. Extensive use of homepage and WWW by the College.

### **Bell Hall Renovation**

**Response:** Much has already been said about the College's building and renovation program, with Eisenhower Hall as clear evidence of its viability. The fact that

the College is not entirely the master of its own budget, having to depend on Congress and the chain of command for facility upgrade necessarily creates a measure of uncertainty as to the program's funding levels during austere times. On the other hand, the College's funds derive from the nation's largest revenue base. And, to the present, Army leaders have demonstrated strong support for facilities enhancement at the College and at Fort Leavenworth in general. The excellent condition of the post's infrastructure plainly shows this emphasis. Therefore, the College anticipates the next phase of its facilities development plan: the renovation of Bell Hall. Until funds are made available for full renovation, the College will continue to make upgrades within given budget constraints. Recent upgrades and those planned include the following:

1. Classrooms. Improved lighting and partition repairs were completed this year. Painting and equipment repairs (such as overhead projectors) will occur as necessary. For example, new window blinds are to be purchased this fiscal year. In addition, additional cabling for improving the network capability is currently being installed. A new test classroom (TRADOC Classroom 21) is scheduled for construction the end of this year. If the new concept is successful, this classroom design will become part of the renovation plan (unless funding occurs earlier).

2. Office space. Improved lighting was installed this year. New carpets and window blinds were also purchased for some offices. After the classroom repairs are completed, emphasis will be on upgrading (carpets, window blinds, and furniture, office space).

3. General building maintenance. Normal cleaning and repairs continue. Installation of a new roof, boilers, and cooling towers corrected the most immediate building problems. Plans call for the loading dock to be repaired and new shelving installed in the distribution/storage areas. Both auditoriums are scheduled to receive new lights and sound systems, and the stained glass displays are scheduled for repair.

### **Faculty and Leadership Turnover**

**Response:** As discussed earlier, the College has long experienced high levels of faculty and leadership turnover. The price of this renewal in personnel and program turbulence is high, especially when compared with most other educational institutions. The fact that the Army and, to a similar degree, the other services have chosen to accept this turnover indicates their belief in its merits, despite its price, and suggests that these advantages have not been effectively communicated to many of the College's observers. Subjects to be included in addressing this persistent issue include the following:

1. Value to the officer. The College should make clear to all interested parties that relatively short military tours are essentially driven by the Army's assignment and promotion system, which is rooted in law and cannot be unilaterally altered. As a related matter, significantly longer College tours would in all likelihood damage officers' careers by depriving them of other experience rightly viewed as developmental for those

who will occupy positions of higher authority. Thus, relatively short faculty tours, while creating a certain amount of criticism, have value for promising mid-career officers.

2. Value to the College. The College must also make clear that the turnover policy has substantial value for the College itself. A principal benefit is to strengthen instruction by assuring a constant infusion of up-to-date field experience into the classroom where given the focus on warfighting, currency is vital. An important by-product of this currency is credibility in the eyes of the students, to whom the issues of the day invariably are more than theoretical. Nonetheless, some selective stabilizing does occur among faculty, staff, and even directors. Officers with particular academic interests and talents, those sent to the College with acknowledged, longer-term missions, and those wishing to remain at the College for compassionate reasons are among those who may spend more time here.

3. General officer development. The College should also emphasize the crucial point that, at the level of the Commandant and Deputy Commandant, longer tours may be particularly unacceptable to the larger Army, which, after all, the College must serve. The fact is that both positions are viewed by top Army leaders as unparalleled developmental assignments for general officers with potential for the highest command, as illustrated by their having traditionally produced chiefs of staff, vice chiefs of staff, and CINCs, as well as numerous occupants of most other key Army positions. As such, these positions cannot also be long-term appointments centered on institutional continuity. Yet the record of the College leaders who have advanced to the Army's highest positions clearly illustrates the importance the service accords to the College in providing for the Army's ultimate success.

4. Civilian continuity. The College retains a committed cadre of civilian faculty and staff whose civil service career status functions as a sort of tenure and imparts stability at all levels of the College. Although many of these professionals teach military history, their colleagues are to be found in other schools and departments as well, where they act as governors on the pace of institutional change. In this connection two ranking positions are of particular note. The Director, Graduate Degree Programs and the George C. Marshall Professor have served in the College for 21 and 16 years, respectively. Both regularly attend Senior Staff Council Meetings and report directly to the Deputy Commandant. Both also are known to other members of the Army's high chain of command. Additional balance is evident in the fact that one has been, over the years, primarily an administrator but also a teacher, while the other has been primarily a teacher but also an administrator. The roles and number of these important forces for continuity have grown over the years and, because of their widely accepted value, they are likely to continue in the years ahead.

5. Establishing two deans. By establishing two tenured deans, the Army and the College has made a strong commitment to lessen the impact of faculty and leadership turnover. The current Dean of Academics has already served the College in key leadership roles for four years. It is anticipated he will remain another four years, providing the College with great stability at the highest levels. Incoming Commandants



and Deputy Commandants will have a key adviser well-versed in operating a complex institution.

### **The CGSOC Curriculum**

**Response:** A major effort is currently underway to address all Self-Study concerns related to the CGSOC curriculum. The Commandant, Deputy Commandant, Academic Dean, and CGSOC directors have spent several months planning major curriculum revisions for AY 1998-99. (See Chapter 4). The end state will be a sequential and progressive curriculum that greatly reduces contact hours, saves resources, and fully exploits the use of automation. Revisions will be for both the resident and nonresident courses.

### **Career Value of Instructor Duty**

**Response:** The debate over this topic is not new. The fact that most Army careers are, by nature, operationally oriented suggests any officers will seek field duty over other positions like teaching. Therefore, this view is simply part of the Army's wider culture, and to a degree it has practical merit. Steps to address this matter must include the following:

1. The College must continue to set the pace for excellence in military academic affairs through accomplished teaching, research, publishing, doctrine development, leader development, and other mission activities. By setting the standard for scholastic performance, the institution will continue to attract, as it has in the past, officers to whom these values are intrinsically important, and whose strong performance will encourage promotion.

2. The College must continue seeking top Army leaders' support for academic excellence, including the marketing of faculty assignments as valuable elements in career progression. In recent years, leaders have established a service-wide climate in which military scholarship, in general, is greatly respected and in which Fort Leavenworth, especially, is revered for its historic centrality in military intellectual affairs. This climate, represented by the enormous investment made in Eisenhower Hall, must be preserved and extended.

3. The College must seek ways to improve faculty support and quality of life to encourage officers to select instructor duty and to persist with it once assigned. Working with the faculty council, the College's schools must identify measures to enhance faculty productivity and satisfaction. These initiatives must be integrated with other ongoing institutional changes to make the most of realigned relationships. Support must be extended to faculty development efforts to help focus programs on increased opportunities for faculty growth.

4. The College must seek to establish, within each school and department, a permanent program to identify, develop, and recruit promising young officers with academic aptitudes. From this beginning, a phased, career-development program could evolve. The program might include other school and field assignments in an integrated design to produce especially well educated officers whose credentials would enhance their promotion and selection potential.

### **College Organizational Structure**

**Response:** While the NCA and PJE Self-Studies were in progress, the College leaders confronted the resourcing issues and determined the need to reorganize parts of the institution for greater efficiency. In pursuing this concern, the College's plans have included, and will include, the following:

1. Elimination of the Command and General Staff School in 1996. This school was established in 1992 to provide supervision and administrative support for CGSOC. It was staffed with a headquarters element that included a director (colonel), two officers, and a secretary. The Academic Dean is now directly responsible for CGSOC operations.

2. Reorganization of the Director of College Services (now named the Directorate of the College Staff). Major changes have occurred in this directorate. Positions and offices have been eliminated, resulting in a nearly 50 percent reduction.

3. Downsizing of the Directorate of Academic Operations. In the early 1990s, academic operations had 7 offices and 40 personnel assigned. That structure has been reduced to 3 offices and 17 personnel (with some functions and spaces transferred to the Dean of Administration). Despite this significant reorganization, DAO is still able to perform the required academic functions needed to support the College's schools.

4. TRADOC is developing a concept named the University Model which includes substantial organizational and personnel savings through electronic education. Merging CAS<sup>3</sup> with branch schools, as previously mentioned, also is part of the University Model concept. During the past year, the College has used the Model to develop curriculum changes and to study possible organizational efficiencies. Although the College's University Model is in the early stages of planning, College leaders are exploring ways to make organization changes based on electronic delivery of major portions of CGSOC resident and nonresident courses.

### **Minority and Female Representation**

**Response:** College and Army leaders have been aware for years that the institution's demographics are not consistent with those of the Army and society at large. To a great degree, however, decisions determining minority and female representation among faculty and staff lie outside the College's control, because Army personnel

managers and officers themselves strongly influence individual assignments. Over the years, some improvements have been made in this area, although not enough to resolve the issue. Continued actions in this direction will include the following:

1. The College will continue to recruit quality minority and female members for leadership, faculty, and staff positions. In addition to using formal recruitment procedures, the College will encourage its personnel to promote faculty and staff service to well qualified minority members and women on a more personal basis. The College's leaders will also continue to emphasize to their counterparts in the personnel system the importance of the College's including as many members of these groups as is reasonable within the system's inherent limitations.

2. The College also will make a greater effort to increase the community's understanding of the limitations cited above, not to deflect criticism, but to promote more informed discussion. For example, it may not be widely realized that superior minority and female officers are in great demand to fill other preferred positions throughout the Army. Thus, the Service as presently composed, simply cannot assign specially qualified members of all groups in sufficient number to correct statistical imbalances.

### **Faculty Professional Development**

**Response:** College leaders are painfully aware that resource constraints have impinged on faculty development programs. Yet, compared with some other institutions, the College has the following strengths with which to exceed these limitations:

1. Some funding remains within schools and departments for travel and conferences that the College and the Army still deem essential. Other funds are available from outside sources, as discussed earlier. The prospect is that much of this funding, by necessity, will persist, although their levels have not been determined.

2. Consulting faculty members, who visit the College because of their involvement in the MMAS program, will be invited to present lectures and workshops on topics of mutual interest within their areas of expertise. These sessions can represent a kind of in-service opportunity without increased cost.

3. Professional exchanges will be explored with nearby colleges and universities whose facilities (and library staffs) may have as much to gain, on a selective basis, from the College instructors as the College has to gain from them. Departments of history, political science, geography, and management, especially, may have subjects in common, albeit seen from different viewpoints.

4. In-house faculty development sessions will be increased to more widely share the tremendous breadth and depth of the College's resident faculty. These sessions, perhaps to be held monthly and in the evenings, will be encouraged as a new "Faculty Roundtable" to denote the equal footing of attendees and to promote participation and

attendance. Members from other nearby faculties would be invited to attend, and visiting military and civilian dignitaries will also be asked to take part.

### **Long-Term Planning**

**Response:** Maintaining of a financially viable, comprehensive, long-term strategic plan is essential for the continued accomplishment of the College's missions and goals. The plan must focus on moving the College into the Twenty-First Century based on the realities of downsizing and technological changes that will affect the learning environment. More important, the plan must address the reality that the College must find ways to do more with less--both in personnel and in funds. Key elements of a long-term strategic plan for the College will include the following:

1. Redevelopment of the College's concept for future long-term planning. The concept must not only include a review of missions and goals, it must also include an analysis of doctrinal and leader development needs for the Twenty-First Century. The concept must reflect the expectation that leader development products in the next century probably will be different from those produced today.

2. The plan will address all aspects of the institution, including the strategic environment, technology, use of simulations, the learning environment, the curricula, organizational structure, financial priorities, and personnel--both students and faculty. All these areas must be integrated in a comprehensive manner.

3. Part of the planning process will be a systematic institutional effectiveness assessment plan to monitor and revise long-term planning as needs change. The assessment will be carried out with input from faculty, staff, and students.

4. The plan will not be limited solely to the College. It will address linkage to other service schools, library interconnectivity throughout the Department of Defense, and relationships with organizations at Fort Leavenworth, the Army community, and the wider joint academic community. The plan will become an integral part of the College's decision making processes and decision implementing.

5. The first phase of a the College's long-range plan was completed in May 1996 by a small working group headed by the Director, Combat Studies Institute. Once the AY 1998-99 CGSOC curriculum redesign concept is completed, work on updating this plan will begin.

### **Faculty Council**

**Response:** College leaders are committed to enlisting the support of faculty, particularly its faculty council, in governing the institution. More than any other constituency, the faculty is the College's lifeblood, carrying essential mission elements to execution and, in the process, nourishing the College's entire body politic. Most

civilian universities rightly locate substantial authority in their elected faculty bodies. Despite sharing the conventional view, the College, like other military schools, locates authority at the top. Understandably, these incongruent paradigms sometimes produce controversy over institutional issues. In addressing this matter, College leaders must consider the following:

1. College leadership has already reaffirmed to the faculty council its belief in the council's value to the institution. This articulation of the Council's importance will continue as leaders meet with other College constituencies over issues of common interest.

2. For possible expansions in the council's role, the body will be asked to review its charter and to recommend changes that may increase the council's effectiveness in the interests of both the faculty, its representatives, and the College as a whole.

3. To further demonstrate this conviction, the Deputy Commandant and the Academic Dean will engage the council's leaders in setting for that body an agenda of significant concerns both to reassure its members of their contributing roles and to gain for the College the benefits of their collected wisdom.

4. The Deputy Commandant and the Academic Dean will seek to attend selected meetings of the council, not only to take part in discussions but also to gain, from time to time, a sensing of its general and particular dispositions.

5. The Deputy Commandant will review the council's minutes and confer with its chairman to determine its posture on issues and the support needed for continued progress.

### **The Combined Arms Research Library**

**Response:** Staffing and funding for CARL is a major concern for the College leadership, and action is being taken to protect this vital College resource from further reductions, including the following:

1. In August 1996, CAC and the College undertook a major review of funding requirements (named the TRADOC Cluster Project). Each organization within the College was carefully reviewed for budget cuts, reorganization possibilities, and personnel reductions. An outcome of that review was to preserve library resources, since the College leadership realized that CARL was at the point where further reductions would affect mission accomplishment.

2. In the two-dean reorganization that took place in June 1996, CARL was placed under the Dean of Students and Administration. That was changed in December 1996 by moving CARL under the Academic Dean. This move allows the Director of CARL to attend all academic meetings and planning sessions and fully articulate funding and staffing needs.

3. Twice a year CAC and the College submit a major report to TRADOC that highlights areas that adversely affect mission accomplishment. Named the TRADOC Status Report, it resembles the unit status report used by Army field units. TRADOC uses information from the report to brief the Chief of Staff, Army. The next report is due April 1997. In it, the College plans to highlight the impact that lack of funding is having on CARL, its mission to the College, and the greater Army as a user of CARL's resources.

### **CGSOC Instructional Climate**

**Response:** There were three concerns raised during the Self-Study about the CGSOC instructional climate: uncertainties associated with the institution's downsizing, the heavy instructor teaching load, and the condition of Bell Hall. Reduction of the teaching load under the planned Academic year 1998-99 curriculum and the renovation of Bell Hall were discussed earlier in this action plan.

Downsizing will mostly likely continue as the armed forces and the Army continue to undergo reductions. As explained earlier, College leaders are doing all they can to protect military and civilian faculty. The Commandant has made the Commander, TRADOC, and Army leadership well aware of the need to preserve the College's civilian workforce. There are indications that his message is being heard and acted upon.

The College will continue to protect its workforce by finding ways to eliminate or reduce other areas such as nonessential travel and printing. That the College has elected to expend over 70 percent of its operating funds for its civilian workforce is a clear indication of its commitment.

### **The Nonresident Program**

**Response:** The Academic Dean and CGSOC directors have initiated a major revision of the nonresident course to ensure that new PJE requirements and learning objectives are fully integrated. Course authors will finish the project 28 February 1997 to allow initial fielding during the summer. As a result, the resident and nonresident courses, for the first time in over 15 years, will closely parallel each other in terms of courseware being taught. Also, every effort is being made to have course numbers and terminal learning objectives in all courses match.

While the curriculum revision that is underway will address a major Self-Study concern, the following actions are underway to enhance the nonresident program:

1. The College is forming a working group to develop a proposed charter and Table of Distribution and Authorization for a College Distance Learning/Technology Assisted Learning Development and Management Center. The Director, Nonresident

Studies, has been selected to serve on the group to ensure that the nonresident program is afforded appropriate priority in this important area.

2. The College is also forming a Distance Learning/Technology Assisted Learning Coordination Council to focus on sharing ideas and solutions to distance learning challenges in the College. The Director, Nonresident Studies, will serve on the council.

3. In 1996, the College formed a TASS Advisory Council to bring together TASS Regional Personnel and the College personnel to discuss and resolve issues related to nonresident instruction. Three meetings have been held: two attended by commanders and their staffs from the region, and one was attended by general officers commanding field divisions. Both meetings successfully paved the way for resolution of many nonresident issues.

4. As outlined in Chapter 4, nonresident instructors are currently using VTCs to teach parts of CGSOC. Although in the early stages of development, this program holds great promise and will be reviewed for expansion by the Distance Learning Council.

### **Summary**

Although the College's PJE Self-Study has helped to discover important concerns, in addition to institutional strengths, the College leadership has the assets and the will to continue offering quality educational programs while accomplishing the other missions. To address its concerns, the College has formulated a realistic action plan based on experience and vision. To some extent, the plan is deliberately general at this stage to permit flexible responses to a changing environment.

Considerable commitment has been invested and determination made to address the College's challenges as the Twentieth Century ends. More will be needed. Nonetheless, a mission based on national necessity; a long and distinguished history; the prospect of continuous, if reduced, funding; impressive facilities; and, most of all, dedicated people argue well for the College in the future.

## SELF-STUDY CONCLUSION

The College leadership has committed substantial energy and resources to developing the PJE. The result is a comprehensive learning experience that ensures CGSOC graduates are sufficiently knowledgeable in joint matters and prepared for PJE Phase II and joint duty.

Resident and nonresident College courses focus on the tactical and operational levels of war, conducted primarily at division and corps levels. Graduates of these courses acquire the knowledge, skills, and attitudes required to perform as commanders and staff officers in a wide range of assignments. Graduates are well grounded in Army doctrine and how to apply that doctrine on the modern battlefield in a joint environment. Graduates also have excellent knowledge of joint doctrine and how it relates to the employment of joint forces at the tactical and operational levels of war. One of the important by-products of both courses is the development of an officer's analytical capabilities and creative thought processes. Leavenworth graduates know how to analyze and solve the types of problems they will encounter in joint assignments.

The College has worked hard to ensure that joint attitudes and perspectives are evident throughout the institution. Two of the 10 CGSOC mission goals relate to joint attitudes and perspectives. The CGSOC instructional program clearly integrates and highlights PJE goals and objectives in the curriculum as a means to achieve joint awareness. In addition, a significant number of sister service students and faculty are assigned who reinforce joint perspectives throughout the College. To assure that the faculty is instilled with joint attitudes and joint perspectives, all faculty development and training programs include a PJE orientation.

The atmosphere of classroom instruction is conducive to academic excellence. In the resident course, students are actively involved in the learning process. Small group learning constitutes 80 percent of the core curriculum and over 95 percent of the electives program. In addition, CGSOC faculty members are subject matter experts who have the experience and expertise required to promote an active learning environment within the staff group setting. In the nonresident course, active instruction is predominately used by the many TASS school brigades located throughout CONUS. In both resident and nonresident courses instruction places the challenge to learn on the students.

CGSOC has an aggressive program to evaluate student achievement. Resident course policy is spelled out in the College Bulletin 3. Instructors award letter grades for courses and provide formal published feedback on academic performance and communication skills. Student evaluation is clearly linked to course goals by stating each learning objective in task, condition, and standard format. And, CGSOC uses numerous evaluation devices to measure performance against the written standards. Instructors evaluate PJE goals and objectives through a variety of methods, both subjectively and objectively. In the nonresident program, instructors award letter grades primarily through objective examinations; however, adjunct faculty also grade written papers.



The College ensures that the PJE meets the needs of the field. The Development and Assessment Division has developed key surveys to ensure that feedback is received from graduates and their supervisors. Likewise, the Development and Assessment Division uses internal surveys to collect information concerning the PJE, including information that relates to the measurement of joint attitudes and perspectives. College leaders and faculty use feedback from students and the field to improve the program.

The heart of the College is the faculty, through which the College develops the PJE curriculum and executes it in the classroom. The College aggressively recruits faculty members who have experience and intellect needed to perform in the classroom. The College ensures that, once assigned, faculty members receive the training and professional development needed to promote and sustain academic excellence. Without question, the success of CGSOC graduates at PJE Phase II and in joint duty assignments results from the dedication and professionalism of the faculty, both resident and nonresident.

The PJE Self-Study was a healthy, productive, and challenging exercise for the College. It afforded the College the opportunity to look inward and assess itself against CJCSI 1800.01 standards. The process required teamwork and commitment. During the process, the College identified many PJE strengths on which to build. Limitations and concerns were also identified. Some of these concerns have been resolved or are in the process of review for appropriate corrective action. In sum, both the College and the PJE have benefited from the comprehensive Self-Study of an important program. The process affirmed that the College fulfills the Chairman's stated fundamental and common objectives for Joint Professional Military Education.

# **APPENDIX A**

## CGSC PJE Accreditation Committees

### Steering Committee

Colonel William D. Bristow, Jr.	Academic Dean (Chairman)
Colonel Jimmy C. Banks	Dean of Student and Administration
Colonel Robert W. Peterman	Director, U.S. Air Force Element
Colonel Clinton J. Ancher, III	Director, Corps and Division Doctrine
Colonel William D. Taylor	Director, Nonresident Studies
Dr. Philip J. Brookes	Director, Graduate Degree Programs
Dr. Roger J. Spiller	Marshall Professor of Military History
Mr. Robert D. Walz	President, 1995-96 Faculty Council
Mr. Robert B. Kupiszewski	PJE and Accreditation Coordinator

### Academic Committee

Colonel Donald C. Olson	Director, Department of Joint & Combined Operations (Chairman)
Lieutenant Colonel Michael W. Johnson	Instructor, Department of Joint & Combined Operations
Lieutenant Colonel Herbert F. Merrick	Chief, DAO Curricula Operations Division
Lieutenant Thomas S. Kidwell	Instructor, Center for Army Tactics
Major Philip G. Bradley	Instructor, U.S. Air Force Element
Dr. Vicky L H Scherberger	Chief, DAO Development & Assessment Division
Mr. David I. Drummond	Chief, DLRO, Resource Management Division
Mrs. Kathie D. Wagner	Chief, NRS Student Services Division

### Institution Committee

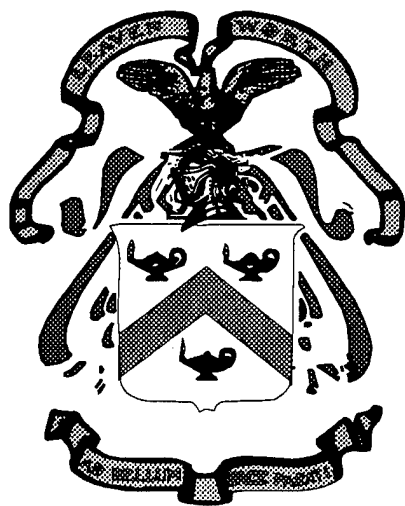
Colonel Jerry D. Morelock	Director, Combat Studies Institute
Lieutenant Colonel Joseph F. Thomas	Director, RC Affairs, ARNG
Commander Robert M. Brown	Instructor, U.S. Navy Element
Lieutenant Colonel Dennis L. Barba	Deputy Class Director
Lieutenant Colonel Mark D. Larson	Instructor, Leadership Instruction Division
Dr. Arthur T. Frame	Instructor, Department of Joint & Combined Operations

### Academic Support Committee

Colonel James M. Hawkins	Director, U.S. Marine Corps Element
Lieutenant Colonel Tony M. Lane	Director of Technology
Major Christine A. Malkemes	Chief, Personnel Services Division
Major Jeffrey A. Mello	Chief, Resource Management Office
Ms. Martha A. Davis	Director, Combined Arms Research Library
Mr. Frederick H. Fernengel	Director, College Staff

# **APPENDIX B**

**UNITED STATES ARMY**  
**COMMAND AND GENERAL STAFF COLLEGE**  
***FORT LEAVENWORTH, KANSAS***



**PROGRAM FOR JOINT EDUCATION**  
**PJE PHASE I**  
**ACCREDITATION PLAN**

**APRIL 1996**

*CGSC: The Army's Center for Leadership and Leader Development*



**DEPARTMENT OF THE ARMY**  
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE  
1 REYNOLDS AVENUE, BUILDING 111  
FORT LEAVENWORTH, KANSAS 66027-1352

REPLY TO  
ATTENTION OF

ATZL-SWO-CA

30 April 1996

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: PJE Program Accreditation Plan

1. The Chairman, Joint Chiefs of Staff, will send a team to CGSC April 1997 to conduct an accreditation review of the CGSOC resident and nonresident Programs for Joint Education (PJE Phase I). The enclosed plan provides policy and responsibilities related to preparing for the visit.
2. PJE Accreditation is important to the College. It will allow us to assess a significant part of our CGSOC curriculum and validate the progress made in meeting standards contained in Chairman of the Joint Chiefs of Staff Instruction 1800.01, *Officer Professional Military Education Policy*, 1 March 1996. It will also allow us, through the self-study process, to examine our strengths and limitations and plan corrective actions where appropriate.
3. My intent is to use all College resources to bring about a successful accreditation. The PJE Accreditation Steering Committee, chaired by Colonel Dave Bristow, will coordinate the effort.
4. I ask that you give the committee and others involved in the accreditation process your full support.

Encl

A handwritten signature in black ink, appearing to read "D. Ohle".

DAVID H. OHLE  
Brigadier General, USA  
Deputy Commandant

Distribution:  
B

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## FORWARD

1. CGSC will undergo accreditation of its PJE Phase I Program in April 1997. To ensure success in meeting CJCS accreditation standards, the College must develop milestones and fix responsibilities related to preparing for the accreditation visit. This plan accomplishes those tasks.
2. Accreditation will primarily focus on two schools: The Command and General Staff School (CGSS) and the School for Corresponding Studies (SOCS). However, other directors and organizations in the College will be involved. Those include but are not limited to Director, Corps and Division Doctrine; Director, Directorate of College Services; Director, Combined Arms Research Library; and the USN, USAF, and USMC directors. Faculty and staff from all schools and directorates also may be called on to assist in preparing for the accreditation review.
3. During the visit, the JCS accreditation team will review the CGSOC resident and nonresident programs against policy and standards contained in CJCSI 1800.01. CGSC must demonstrate it has a strong PJE Phase I Program that provides students with a firm understanding of joint force employment at the operational and tactical levels of war. The College must also demonstrate that its program instills students with joint attitudes and perspectives.
4. The College faces a significant challenge in preparing for this accreditation visit. The recently published CJCSI 1800.00 provides revised standards and new learning objectives that apply to the PJE Program. Consequently, CGSS must make significant courseware adjustments. These must be made at a time of significantly reduced resources, both personnel and funds. It will take a focused and team effort to ensure all changes are integrated into the curricula before the team's visit.
5. Currently, the College is planning a major reorganization of functions and responsibilities. On 8 June 1996, two dean positions will be established: The Dean of Academics and the Dean of Students and Administration. The College will tenure both deans for five years. This reorganization will impact on the one year Self-Study described in this plan. Therefore, adjustments and modifications to this plan should be anticipated. The Accreditation Steering Committee will review the Accreditation Plan periodically and make the necessary adjustments.



**COMMAND AND GENERAL STAFF COLLEGE  
PROGRAM FOR JOINT EDUCATION (PJE)  
ACCREDITATION PLAN**

**PURPOSE.**

CGSC is an institution that conducts PJE Phase I education and training aimed at qualifying graduates for Joint Specialty Officer nomination. As such, CGSC must undergo accreditation of its CGSOC resident and nonresident PJE Phase I Programs.

In preparation, the College will conduct an institutional Self-Study over the next year, culminating in a comprehensive, written report of the findings. The Self-Study will constitute a major College effort, encompassing many organizations and activities. This plan provides the policy and procedures to organize the Self-Study process and preparation for the Accreditation Team's visit.

The plan does not specify all the details entailed in conducting the Self-Study. The CGSC Accreditation Steering Committee and its three functional committees will provide additional Self-Study guidance.

**CGSC SELF-STUDY OBJECTIVES.**

The following four objectives govern the Self-Study process:

- To conduct a comprehensive self-assessment identifying and candidly reporting both the strengths and limitations of the institution and PJE.
- To identify ways and means to improve PJE and its College support network.
- To enhance College-wide awareness of the importance of joint education to all CGSC students.
- To gain a 5-year accreditation of the CGSC PJE Program.

**THE ACCREDITATION PROCESS**

The Goldwater-Nichols Act of 1986 makes the Chairman of the Joint Chiefs of Staff, the principal official to assist the Secretary of Defense in Joint Professional Military Education (JPME) matters, including the joint curriculums at service schools. Further, as prescribed under Title 10, Section 663, the Secretary of Defense, with advise and assistance of the CJCS, shall periodically review and revise the curriculums of joint education programs.

To carry out oversight responsibilities of joint education, CJCS has established a two-step review process: certification followed by accreditation. Certification is for two years and accreditation for five years. On 28 December 1993, CJCS accredited the resident and nonresident CGSOC course as a PJE Phase I program. He also certified a new nonresident course under development by government contract.

CJCSI 1800.01 provides the policy and standards pertaining to accreditation, known as the Process for Accreditation of Joint Education (PAJE). The PAJE serves two purposes: oversight and evaluation. Through the PAJE, the Chairman of the Joint Chiefs of Staff complies with statutory responsibilities for oversight of the joint educational system. The PAJE also serves as a method for improving schools' execution of the PJE through periodic Self-Study and PAJE team assessment. The PAJE is not intended to be a detailed inspection of schools' programs. It is an opportunity for a balanced team of peers and experts to assure the Chairman of the Joint Chiefs of Staff that each school properly executes the PJE. It also offers the school the benefit of the team's findings and recommendations.

The PAJE process is guided by the accepted standards and practices of civilian accreditation bodies. These standards and practices, however, are tailored to best serve the military education system.

The Director, Joint Staff serves as the PAJE Chairman. However, he does not normally participate in the on-site review at the institution. The team that visits CGSC will be composed of an executive committee, a working group, a civilian OSD representative, an executive assistant, and a joint doctrine advisor. Because the team will review both resident and nonresident programs, there may be 10 or more members on the team. Brigadier General Robert Dees (US Army), Deputy Director, Joint Staff for Military Education, will lead the PAJE team that visits CGSC. Approximately one month before the accreditation visit takes place, BG Dees or his representative, will visit CGSC to assess readiness for the accreditation review.

J-7 will augment the PAJE team with a CGSC representative during the visit to provide technical support. The representative will not participate in deliberations regarding CGSC's accreditation. Colonel Donald Olson, CGSS Director, Department of Joint and Combined Operations, will serve as the CGSC PAJE representative.

The PAJE accreditation visit lasts about five days. The team arrives on Sunday and will meet with the ADC on that day to briefly address administrative requirements for the coming week. The team will prepare a draft of their report during the week and out-brief their findings to the Commandant and Deputy Commandant on Thursday afternoon or Friday morning.

Following the on-site visit, the PAJE team will prepare a written report for CJCS approval and signature. CGSC can expect the final report 60 to 90 days after the on-site visit. Subsequent reviews by the PAJE team will occur every 5 years to ensure maintenance of required standards.

## GUIDELINES FOR ACCREDITATION

Experience indicates that, in completing a successful Self-Study and report, an institution is prudent to follow the below practical guidelines.

- The Self-Study must have the strong, visible, and articulate participation by top leadership.
- The Self-Study must have broad participation across the organization, whose members should be kept apprised of its progress.
- A single coordinator should oversee the Self-Study and the writing of the report.
- A vigorous Steering Committee should assist the coordinator in securing and sustaining broad institutional support.
- The Self-Study must begin with a workable plan, acceptable throughout the institution.
- The Self-Study Plan must include a realistic timetable for completing all work.
- The Steering Committee and its subcommittees must meet regularly to keep pace with the timetable.
- The Self-Study must assess, not merely describe, the institution it represents.
- The Self-Study must satisfactorily address all Accreditation Criteria and Standards.
- The Self-Study should incorporate the institution's own working organizations and mechanisms, not only those especially created by the accrediting body.
- The Self-Study must report the institution's responses to recommendations made at the time of the last comprehensive review.
- The Self-Study should be objective in making its assessments; the report candid in describing its findings.

## THE CGSC SELF-STUDY

**LEADERSHIP.** Consistent with the Chairman's Instruction, CGSC will conduct an institutional Self-Study to prepare for the Accreditation Review. The Commandant and Deputy Commandant have overall responsibility for the Self-Study effort with the Accreditation

Steering Committee charged with execution of the process. Colonel William D. Bristow, Jr., Steering Committee Chairman, will lead the Self-Study process. Steering Committee Members are:

Colonel William D Bristow	Chairman
Colonel Jimmy C. Banks	Dean of Students and Administration (designate)
Colonel Robert W. Peterman	Director, USAF Element
Colonel Clinton J. Ancker	Director, Corps and Division Doctrine
Colonel William D. Taylor	Director, SOCS
Dr. Philip J. Brookes	Director, Graduate Degree Programs
Dr. Roger J. Spiller	George C. Marshall, Professor
Dr. Robert D. Walz	Chairman, CGSS Faculty Council

Mr. Bob Kupizewski, DAO, will serve as the Accreditation Coordinator. He will provide direct support to the steering committee and coordinate accreditation requirements, both internally and externally. He will also serve as the author for writing the Self-Study Report.

**STEERING COMMITTEE MISSION.** The Deputy Commandant formed the Steering Committee to ensure CGSC achieves successful accreditation of its PJE Program. *The key mission product is improvement in the program as a result of mission analysis, planning, conduct of the Self-Study, and action.*

**Committee's Initial Task.** The initial task of the Steering Committee is to conduct a mission analysis that addresses PJE requirements. The analysis will include an assessment of the current PJE program in terms of mission accomplishment. Once that is accomplished, the committee will develop critical paths that lay out where the College is and where it has to go to meet accreditation standards.

#### **Committee Overall Responsibilities:**

##### **Organizational Phase**

- Conduct a mission analysis using the criteria and standards found in CJCSI 1800.01.
- Develop a Self-Study plan
- Establish milestones.
- Form subcommittees and approve staff and faculty to serve on them.

##### **Coordination Phase.**

- Organize Self-Study workflow.

- Ensure milestones are met.
- Collect subcommittee inputs.
- Plan improvements.
- Conduct in-process reviews for the Deputy Commandant.

#### **Output Phase.**

- Produce a Self-Study draft.
- Coordinate the draft.
- Monitor input and improvements.
- Produce the final Self-Study report.

#### **Execution Phase.**

- Plan faculty, staff, and student updates to create an awareness of the PJE and the accreditation process.
- Coordinate the PAJE team's itinerary.
- Monitor preparation for the visit to include administrative support and preparation of PJE academic files and related information.

#### **Deputy Commandant Reviews.**

During the Self-Study process, the Steering Committee will hold updates and reviews for the Deputy Commandant. The purpose of these reviews will be to lay out the results of the mission analysis and obtain Deputy Commandant's guidance on major issues to be addressed in the Self-Study process.

**FUNCTIONAL COMMITTEES.** To conduct the analysis required by the Self-Study, the College has formed three functional committees. A CGSC director heads each committee. Committee chairs will select other committee members based on their expertise and experience within the College. While some committee members will be delegated (because of their special knowledge), others will be selected from volunteers. At the instigation of its chairman, each committee will form, meet regularly to determine its methods, identify resources needed, lay out its schedule, and provide the results of its work to the Chairman, Accreditation Steering Committee.

The Accreditation Steering Committee has appointed the following functional committees to assist in preparation of the Self-Study.

<b>COMMITTEE</b>	<b>CHAIRMAN</b>
Institution Committee	Colonel Jerry Morelock, Director, Combat Studies Institute
Academic Committee	Colonel Donald Olson, Director, Department of Joint and Combined Operations
Academic Support Committee	Colonel James Hawkins, Director, USMC Section

The primary mission of each subcommittee is to assist in conducting the mission analysis and preparing the Self-Study. This will entail identifying PJE strengths and providing information needed to write the Self-Study chapters. Specific functional responsibilities are as follows:

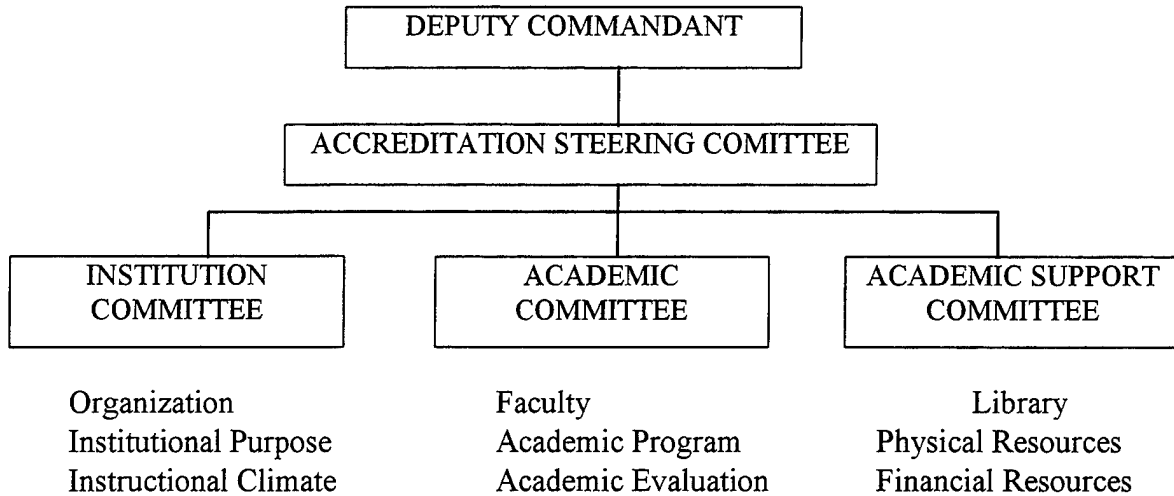
- Institution Committee: Organization, Institutional Purpose, and Instructional Climate.
- Academic Committee: Academic Program, Academic Evaluation and Quality Control, and Faculty.
- Academic Support Committee: Library, Physical Resources, and Financial Resources.

As its initial task, each committee will review CJCSI 1800.01 standards and policy that pertain to its assigned areas. Based on the review, the committee will conduct an analysis to determine actions and milestones required to accomplish successful accreditation. When this initial task is complete, committees will brief the Steering Committee on the results.

Committees will conduct research and collect data to support preparation of the Self-Study. If surveys are needed, DAO Evaluation and Standardization Division will provide assistance. All papers, surveys, and data will be given to the Accreditation Coordinator to ensure documentation is available for accreditation team review.

The Accreditation Coordinator will develop training materials to assist committees in their responsibilities.

## CGSC PJE ACCREDITATION ORGANIZATION



### ACCREDITATION STANDARDS

CJCSI 1800.01 establishes criteria and standards for accreditation. While CJCSI 1800.01 does not offer a complete template for any institution's review, it provides the essential information and basic procedures needed to guide the Self-Study process. Institutions are expected to follow the guidelines, in addition to developing other innovative means to review and assess PJE.

There are six key standards described in the Chairman's Instruction. Each standard is written in qualitative terms, since no particular organizational pattern or application strategy applies in all settings. In conducting the Self-Study, CGSC must measure itself against the six standards and report the results in the Self-Study Report

**Standard 1.** Develop joint awareness, perspective, and attitudes.

**Standard 2.** Employ predominately active and highly effective instructional methods for subject matter and desired level of learning.

**Standard 3.** Assess student achievement.

**Standard 4.** Support the needs of the joint community.

**Standard 5.** Conduct a quality faculty recruitment, selection, assignment, and performance assessment program.

**Standard 6.** Conduct faculty development programs for improving instructional skills and increasing subject matter mastery.

CJCSI 1800.01, Appendix B to Enclosure D lists each standard and provides a narrative description of what the standard encompasses.

### **KEY ACCREDITATION INDICATORS**

To achieve successful accreditation, the College must demonstrate compliance with six key indicators specified in the Chairman's instruction. The Accreditation Team will review source documents to confirm compliance with these indicators:

- Achieving a 4 to 1 student to faculty ratio.
- Having one Navy or Marine Corps student and one Air Force student in each staff group.
- Having a 5% sea (Navy and Marine Corps) faculty and 5% Air Force faculty whose primary duty is student instruction.
- Maintaining at least 75% intermediate/senior College graduates on the military faculty.
- Emphasizing active learning methods in the curriculums.
- Maintaining a faculty of the highest caliber that combines functional or operational expertise with teaching ability.

An important responsibility of the Accreditation Steering Committee is to ensure that each indicator is assessed early during the Self-Study. If it appears that the standard will not be fully met without command action, the Committee will develop a proposal for the Deputy Commandant's approval to ensure compliance.

### **PJE PHASE I LEARNING OBJECTIVES**

CJCSI 1800.01 describes a two-phase system to educate and train Joint Specialty Officers: Phase I is taught at CGSC and other intermediate schools, followed by a 12-week TDY Phase II course at the Armed Forces Staff College, Norfolk, VA.

As a Phase I institution, CGSC must teach five learning areas supported by 23 learning objectives. Annex A provides the areas and objectives.



In CGSOC, Phase I learning objectives are integrated throughout the various resident and nonresident courses. During the accreditation visit, PAJE team members will review course materials in detail to determine if the learning objectives are being taught *and evaluated*.

The CGSC Academic Committee, headed by Colonel Olson, will review the resident and nonresident curriculums to ensure adequate coverage is given to each objective. The committee will also ensure that each PJE objective taught is adequately described in Course Advance Books and evaluated to assess student achievement.

In the past, the Chairman's guidance stated that institutions had to teach Phase I objectives at the "knowledge" level. The new CJCSI 1800.01 has the learning objectives written at the "comprehension" level. The Academic Committee will closely review the level of PJE instruction in the resident and nonresident courses.

## THE SELF-STUDY REPORT

**PURPOSES OF THE REPORT.** The Self-Study Report is critical to successful accreditation. It has several key roles in the PAJE process.

- It summarizes the purposes and findings of the mission analysis and the Self-Study process.
- It records actions taken to attain accreditation standards.
- It demonstrates CGSC's ability to analyze its effectiveness for PJE training and develop plans for improvement.
- It provides evidence that CGSC fulfills the criteria and standards for accreditation.
- It succinctly summarizes the information necessary for PAJE team review and evaluation.

### **REPORT FORMAT.**

The target length for the Self-Study report is about 100 pages of text, plus annexes. As with the previous PJE report and the more recent NCA report, the text and appendices should be only moderately detailed. Comprehensive supporting data and information will be collected in reference books for the accreditation team to review during its visit. Accordingly, committees should keep accurate source notes and files for later use in preparing any reference books.

To provide initial structure for the report, a tentative outline is at Annex B. "Tentative" means that, like other major undertakings, the report will require adjustments while being

prepared. The Accreditation Steering Committee will approve any significant changes to the report scope and format.

Given all the information provided above, CGSC's goal for its Self-Study is to gather and assess evidence by 15 October 1996, prepare the report by 15 January 1997, and deliver the final product to J-7 NLT 6 February 1997. The list of milestones at Annex C provides a generic schedule for accomplishing these actions and others related to achieving successful accreditation. Chairman of the functional committees will coordinate their schedules to meet the list of milestones.

## **OTHER PLANNING CONSIDERATIONS**

### **NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS (NCA) Input.**

Because of the 1995 NCA Accreditation Review, CGSC has a significant head start in conducting its PJE Self-Study. As noted in the paragraph "Guidelines for Accreditation," the College's Self-Study should incorporate existing institutional organizations and mechanisms for program review and improvement wherever they are appropriate. In that context, portions of the NCA Self-Study should be considered in the PJE effort. In such cases, the functional committees should review the NCA material to confirm its relevance, make needed adjustments, and decide where it should be included. While the PJE Self-Study cannot repeat the NCA experience (it was a review that encompassed all schools and directorates), comparing and integrating some elements of the two self-studies should yield a better product.

### **ASSESSMENT.**

As noted, a principal intent of PJE accreditation is to encourage institutional self-assessment and improvement. Depending on the subject, sources for assessment may be largely subjective (based on personal experience), objective (based on systematic data analysis), or a combination of both. To collect appropriate assessment data, the DAO Evaluation and Standardization Division (ESD) will administer surveys and make their results available for Self-Study purposes. The three functional committees should consult with ESD concerning new or old survey information. Additionally, if committees need to conduct special surveys or include questions on existing surveys, ESD should be contacted. Dr. Vicky Scherberger, Chief, ESD, is the point of contact for these actions. For planning information, the ESD Master Evaluation plan for Academic Year 1996-1997 and survey guidance is included at Annex D.

### **JOINT DOCTRINE REVIEW.**

The PAJE team will include one officer from the Doctrine Division, Joint Warfighting Center. That officer will spend the entire week of the accreditation visit reviewing how the College participates in the development of joint doctrine and uses it to support instruction and

course development. Director, Corps and Division Doctrine (CDD) will serve as the College coordinator for the joint doctrine review. As part of the College's preparation for the accreditation visit, he will:

- Develop procedures to review course materials to ensure that current joint and service doctrine is being used.
- Notify schools promptly when new doctrine is published.
- Prepare and give a briefing to the team's Joint Doctrine Advisor that describes the CGSC doctrine development process to include joint doctrine.

#### **SPECIAL AREAS OF INTEREST (SAEs).**

Periodically, JCS identifies emerging or existing joint areas called SAEs. These areas may or may not be supported by a mature doctrinal base. SAEs serve to highlight OSD, Service, CINC, Defense Agency, and Joint Staff curricula coverage concerns. Colleges are expected to evaluate each SAE for inclusion in their curricula; however, incorporation is not mandatory. Current SAEs are as follows:

- MOOTW - Peace Operations
- Information Warfare
- Multinational Operations
- Planning in Multinational Operations
- Interagency Operations
- USACOM Joint Training Overview
- Rules of Engagement Development
- Advanced Technologies Usage
- Modeling and Simulation
- Presidential Call-up Authority in MOOTW
- Use/employment of the Reserve Component
- Weapons of Mass Destruction

Director, Department of Joint and Combined Operations is the point of contact for CGSOC SAEs. He will review SAEs for possible incorporation into PJE Phase I and maintain information pertaining to curricula areas that support SAE topics.

### **LIBRARY SUPPORT.**

Library support of PJE is an important part of the accreditation review. PAJE team members will visit the CGSC Combined Arms Research Library to assess its support to PJE. The visit will include review of:

- The Joint Electronic Library
- The Joint Universal Lessons Learned System
- Joint Publications
- Joint Periodicals
- The CJCS Reading List
- Library space and staff available.
- Interconnectivity with other libraries

Director CARL will assess the status of each of these areas and provide the Academic Support Committee with results of the assessment.

### **PJE DOCUMENTATION.**

Director, DAO will develop a PJE Reference Library and a PJE Program Syllabus for the Accreditation Team's review. The Reference Library will contain at least one book for each of the 23 learning objectives that must be taught in the resident and nonresident courses. (DAO will build 46 books total for both courses.) The books will serve two important purposes. First, they will allow the College to analyze course content to ensure adequate PJE coverage in the curricula. Second, they will provide the JCS Accreditation Team with a concise reference document concerning how PJE is taught throughout the curricula. DAO and course authors will work closely to ensure these books are constructed accurately and in a timely manner. During the last JCS Accreditation Review, the PAJE team cited the Reference Library as one of the keys to a successful review.

The PJE Program Syllabus is a general document that will outline PJE Phase I instruction for Academic Year 1996-1997. DAO will develop it to inform the faculty and staff of accreditation requirements and identify how and where in the core curriculum these requirements are satisfied.

## **USN, USMC, AND USAF PJE BOOKS.**

During the 1993 PJE accreditation visit, the USN, USMC, and USAF Sections prepared PJE books for the team's review. These books contained information concerning the Section's mission, personnel, role in curricula development and instruction, and items of general interest. These books were highly successful in demonstrating the key role that each Section has in the College and PJE Program. Section directors will ensure these books are updated for the accreditation review.

## **ADMINISTRATIVE SUPPORT.**

Director, Directorate of College Services will coordinate all administrative support for the PAJE team. This will include:

- Two fully equipped side-by-side CAS3 classroom for the team's use.
- Dedicated typing support if needed.
- Reserved parking.
- Transportation if needed.

Director, SOCS will provide workspace at SOCS for team members. The DAO Visitor Control Office will arrange VIP billets on post for the team and coordinate any social activities required for the visit.

## **SUMMARY**

The April 1997 PJE Accreditation Review provides CGSC with an excellent opportunity to achieve a significant milestone: a 5-year reaffirmation of our accreditation as a PJE Phase I institution. Achieving that milestone will require the College's full and active participation in the Self-Study process. This plan provides the initial guidance to execute successful accreditation.

SERVICE INTERMEDIATE-LEVEL COLLEGE  
LEARNING AREAS AND OBJECTIVES

1. Overview. The curricula focus of the Service ILCs is warfighting within the context of operational art.
2. Mission. The joint mission of the Service ILCs is to expand student understanding, from a Service component perspective, of joint force employment at the operational and tactical levels of war.
3. Learning Area 1. National Military Capabilities and Command Structure. Students will learn the capabilities and limitations of US military forces across the range of military operations. Command relationships, force development and organization, and the concepts of deployment, employment, sustainment, and redeployment are examined. The following learning objectives further define JPME efforts in this area.
  - a. Comprehend the capabilities and limitations of US military forces.
  - b. Explain the organizational framework within which joint forces are employed.
  - c. Explain the purpose, roles, functions, and relationships of the National Command Authorities (NCA), National Security Council (NSC), Chairman of the Joint Chiefs of Staff, combatant commanders, Service Chiefs, and Joint Force Commanders (JFCs).
  - d. Summarize how joint force command relationships and directive authority for logistics support joint warfighting capabilities.
  - e. Comprehend how the US military is organized to plan, execute, sustain, and train for joint and multinational operations.
4. Learning Area 2. Joint Doctrine. Students review appropriate current Service and joint doctrine and examine factors influencing the development of joint doctrine. Students formulate solutions to operational problems with particular attention to issues where doctrines differ. The following learning objectives further define JPME efforts in this area.
  - a. Comprehend current joint doctrine.

- b. Give examples of the factors influencing joint doctrine.
- c. Formulate and defend solutions to operational problems using current joint doctrine.
- d. Summarize the relationship between Service doctrine and joint doctrine.

5. Learning Area 3. Joint and Multinational Forces at the Operational Level of War. Students will gain a basic knowledge of joint and multinational force employment at the operational level of war. This area introduces campaign planning and the linkage of campaign plans to attainment of national objectives. The following learning objectives further define JPME efforts in this area.

- a. Summarize the considerations of employing joint and multinational forces at the operational level of war.
- b. Explain how theory and principles of war apply at the operational level of war.
- c. Develop an ability to plan for employment of joint forces at the operational level of war.
- d. Review wars, campaigns, and operations and explain the link between national objectives to supporting military objectives, and the importance of defined conflict termination.
- e. Summarize the relationship between the strategic, operational, and tactical levels of war.

6. Learning Area 4. Joint Planning and Execution Processes. Students will understand how the various components of the joint planning and execution processes support force functioning at the operational level of war. The following learning objectives further define JPME efforts in this area.

- a. Through the framework provided by joint planning processes, explain the relationship between national objectives and means availability.
- b. Comprehend the effect of time, coordination, policy changes, and political development on the planning process.

- c. Explain how the defense planning systems affect joint operational planning.
- d. Explain how national intelligence organizations support JFCs.
- e. Comprehend the fundamentals of campaign planning.

7. Learning Area 5. Systems Integration At The Operational Level Of War. Students will know of the systems and understand the processes supporting 21st century battlespace and how they are integrated to achieve operational-level joint force missions.

- a. Comprehend the relationship between the concepts of the Revolution in Military Affairs (RMA) and the Military Technological Revolution (MTR).
- b. Understand how command, control, communications, computers, intelligence, surveillance, and reconnaissance (C4ISR) systems apply at all levels of war.
- c. Comprehend how joint and Service systems are integrated at the operational level of war.
- d. Understand that opportunities and vulnerabilities are created by increased reliance on technology throughout the range of military operations.



**ANNEX B: CGSC SELF-STUDY  
TENTATIVE OUTLINE**

1. CHAPTER I: Introduction to the Self-Study
  - a) The Self-Study Purpose.
  - b) Report Organization
  - c) The CGSC Self-Study Process.
  
2. Chapter II. The College and its Mission
  - a) Brief History of the College.
  - b) Accreditation History of CGSC
  - c) The Place of CGSC in Contemporary Professional Military Education
  - d) Changes at CGSC Since the 1993 PJE Accreditation Visit.
  
3. CHAPTER III. An Overview of the College
  - a) Institutional Purpose
  - b) Organization and Governance.
  
4. CHAPTER IV. The CGSC PJE Phase I Program and Its Academic Environment.
  - a) Curriculum
  - b) Students
  - c) Faculty
  - d) Academic Evaluation and Quality Control
  - e) Instructional Climate
  
5. CHAPTER V. PJE Phase I Academic Support.
  - a) Library
  - b) Physical Resources
  - c) Financial Resources
  - d) Technology
  
6. CHAPTER VI. PJE Phase I Standards and Educational Requirements.
  - a) CGSC and the six standards common to all PME institutions.
  - b) Meeting PJE Educational Requirements.
  - c) Joint Learning Areas and Objectives.
  
7. CHAPTER VII. The Value of the Self-Study.

- a) CGSC Strengths.
- b) CGSC Limitations
- c) Summary

#### 8. CHAPTER VIII. Action Plan

- a) CGSC Strengths.
- b) CGSC Limitations
- c) Summary

#### AFTERWORD

#### ANNEXES.

- A. PLE Accreditation Plan.
- B. CGSC Academic Year 1996-1997 Planning Guidance.

<b>APPENDIX C</b> <b>KEY ACCREDITATION MILESTONES</b>
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<b>TASK</b>	<b>RESPONSIBILITY</b>	<b>MILESTONE</b>
Appoint Chairman, Accreditation Steering Committee	DC	27 Oct 1995
Begin preparing Self- Study Plan	Accreditation Coordinator	12 Apr 1996
Appoint Steering Committee Members	DC	19 Apr 1996
Appoint Functional Committee Chairs	Steering Committee	26 Apr 1996
Publish Accreditation Plan	Accreditation Coordinator	30 Apr 1996
Appoint Functional Committee Members	Steering Committee	NLT 12 May 1996
Conduct Steering and Functional Committee Training.	Accreditation Coordinator	NLT 30 May 1996
Conduct Self-Study Analysis and Assessment	Functional Committees	May-Sep 1996
Conduct Formal DC Review	Steering Committee	NLT 15 Jul 1996
Conduct Formal DC Review	Steering Committee	15 Sep 1996
Draft Self-Study materials due from Committees	Accreditation Coordinator	15 Oct 1996
Brief the CGSS Faculty Council	Accreditation Coordinator	7 Nov 1996

Merged rough draft of Self-Study Report.	Accreditation Coordinator	15 Nov 1996
Final Staffing and Coordination of Draft Report	Accreditation Coordinator	16 Dec 1996
Self-Study Report sent to DC for signature. (copy to printer when signed).	Accreditation Coordinator	15 Jan 1997
Send Self-Study to J-7	Accreditation Coordinator	NLT 6 Feb 1997
J-7 Conducts On-Site	Steering Committee	NLT 6 Mar 1997
Visit to Review Readiness for the Accreditation Team's Visit.		
Brief Faculty & Students	DC	NLT 14 Mar 1997
Host PAJE team visit	DC	6-11 Apr 1997

NOTE: The PJE Accreditation Steering Committee will schedule in-progress reviews for the DC, College leaders, and faculty as needed during the Self-Study.

**ANNEX D**  
**COMMAND AND GENERAL STAFF COLLEGE'S MASTER EVALUATION PLAN**  
***WITH SPECIFIC APPLICATION FOR ACADEMIC YEAR 1996 - 1997***

1. Purpose. This paper describes the Command and General Staff College's Master Evaluation Plan with specific application to Academic Year (AY) 1996 - 1997.

2. General requirements.

a. There are four external requirements that dictate the necessity for a Master Evaluation Plan.

(1) North Central Association. The NCA accredits CGSC to grant a Masters of Military Art and Science (MMAS). NCA requires that CGSC develop an assessment plan for academic achievement.

(2) The Chairman, Joint Chief of Staff accredits CGSC to conduct Professional Joint Education (PJE), Phase I, resident and nonresident. Joint accreditation requires that CGSC assess associated PJE curriculum.

(3) TRADOC requires CGSC to have an evaluation plan to assess curriculum effectiveness.

(4) TRADOC requires CGSC to have a quality assurance program to assess exported curriculum and certify instructors of such.

b. There is one internal requirement that dictates the necessity for a Master Evaluation Plan: CGSC's commitment to meet the needs of the Army through the education of its students.

c. Impact. This evaluation plan addresses the four external requirements and one internal requirement for all five schools within CGSC. Those schools are School of Command Preparation (SCP), School of Advanced Military Studies (SAMS), Command and General Staff School (CGSS), School of Corresponding Studies (SOCS), and Combined Arms and Services Staff School (CAS3).

3. Scope. The Master Evaluation Plan applies to all five schools with in CGSC.

4. Types of Evaluation. The Evaluation and Standardization Division (ESD), Directorate of Academic Operations (DAO) conducts internal and external evaluations for the five schools within CGSC.

a. Internal Evaluations. To conduct complete analyses on CGSC at least four of the following six areas are reviewed: student perceptions (force-choiced responses and open ended comments), course author perceptions, course materials, observations, focus groups, and historical data.

For Command and General Staff School (CGSS) course, all core courses and Advanced Application Program courses are assessed at a minimum of every two years. ESD provides these assessments to the Director, CGSS, applicable teaching department director and course author, and to the Director, DAO. This will be an ongoing assessment effort for AY 96 - 97.

For SCP, no formal internal assessment has been conducted by ESD. In AY 96 - 97 an internal assessment will be conducted. An end of course survey is the vehicle for data collection on the SCP Command Team Seminar (CTS) participants' perceptions of applicability of this course to meet their needs. The CTS assessment will be an ongoing assessment for AY 96 - 97.

For SOCS, an end of course survey is the vehicle for data collection for nonresident courses (CGSOC and CAS3 Phase I). This will be ongoing for AY 96 - 97.

For CAS3, pre and post self assessment survey on the perceptions of individual levels of ability as it pertains to CAS3 content is the vehicle for data collection. This will be ongoing for AY 96 - 97.

ESD will survey the faculty(ies) as changes within any of the five schools affect faculty members. No assessment is expected for AY 96 - 97. The CGSS faculty was surveyed AY 95 - 96 (based on Planning Guidance for AY 96 - 97) about their perceptions of research projects. Academic Counselor Evaluators (ACEs) were surveyed AY 95 - 96 about the Advanced Application Program (AAP) registration process.

b. External Evaluations. To conduct complete analyses of CGSC's ability to meet the needs of the Army, ESD conducts external evaluations not less than every five years in each of the five schools. External evaluations are structured in a 360-degree format to include data collection by graduate, their supervisors, their peers, and their subordinates.

External evaluation for AY 95 - 96 included JPME Phase II attendees and their instructors at the Armed Forces Staff College.

External evaluations for AY 96 - 97 will include the following:

- (1) CGSOC graduates, their supervisors and subordinates, and
- (2) CAS3 graduates, their supervisors, and subordinates.

When resourcing (personnel and money) fails to provide for external evaluations, data will be collected from students at CGSC by the following means:

- SCP students (supervisors) about CGSOC graduates (subordinates),
- SCP students (supervisors) about SAMS graduates (subordinates),
- SCP, SAMS, and CGSOC students (supervisors) about CAS3 graduates (subordinates), and
- SAMS, CGSOC, and CAS3 students (subordinates) about SCP graduates (supervisors)

5. Results. Results will be presented to the Director, DAO; the applicable school director, teaching department director and course author; and to the Chief, Curriculum Development Team (for CGSS courses). One paper copy of the report will be presented to the course author and one paper copy will remain in the ESD office. All other recipients will receive electronic mail copies.

6. Changes. The Master Evaluation Plan is a fluid document and not limited to only the data collection efforts listed within. The plan remains on file at ESD and will be reviewed every six months by the Chief, ESD and Director, DAO.

## MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Guidelines for Conducting Surveys within CGSC

## 1. References.

a. CAC & FT LVN REG 10-1, *Organization and Functions*, U.S. Army Combined Arms Command and Fort Leavenworth, Ft Leavenworth, Kansas, 2 June 1992.

b. CGSC REG 10-1, *Organization and Functions*, U.S. Army Command and General Staff College, Fort Leavenworth, Kansas, 30 June 1993.

c. CGSC BULLETIN No. 8, *CGSC Curriculum Assessment Program*, U.S. Army Command and General Staff College, Fort Leavenworth, Kansas, 10 SEP 1992.

2. This memorandum summarizes the procedures to be followed within CGSC for developing and administering surveys to students or faculty. The procedures apply to both internally-generated surveys and to those from external agencies, regardless of internal sponsorship. The increase in the number and complexity of surveys using the CGSC population as desired participants precipitate this memo.

3. Included in the missions of the Evaluation and Standardization Division (ESD) of the Directorate of Academic Operations are to conduct internal and external assessments of the effectiveness of the college curriculum and to develop, control, and administer surveys for the College.

4. The procedures for survey development and approval include all survey requests for both students and faculty of the College being routed through ESD for coordination and approval.

This procedure is necessary --

a. to provide a quality check on the proposed assessment instruments and procedures.

b. to insure students and faculty are not overloaded with requests from both internal and external agencies.

c. to balance the needs of the research community versus the needs of the students and faculty within an educational environment.

d. to eliminate redundant and trivial requests.

e. to coordinate the requirements for printing and answer forms and their associated costs.

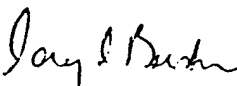
5. Steps for requesting survey approval are as follows.

a. The requesting agent provides ESD with a copy of the proposed survey, a written statement of purpose of the study, the research objectives, the number and demographic make-up of the desired participants, how and by whom the data will be analyzed, and for whom the study is being conducted.

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SUBJECT: Guidelines for Conducting Surveys within CGSC

- b. ESD reviews the proposed survey for educational and technical sufficiency.
  - c. ESD identifies to the survey agent the status of acceptability of the assessment tool.
  - d. ESD coordinates with the school or schools to insure the request does not interfere with the students' educational requirements.
  - e. ESD assigns a survey identification number to the assessment tool when all conditions listed above have been met.
6. When the assessment methodology has been reviewed and approved as outlined in paragraph 4, ESD approves the release of the necessary mark sense forms--when these forms are required. Based on coordination with the various schools of the College, use of these forms are projected and ordered in advance of the academic year.
7. My POC is Dr. Scherberger, 4-4564, Rm 126 BH.

  
GARY E. BUSHOVER  
COL, SC  
Director, Academic Operations

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