

(Notes: The following is an excerpt from chapter 2 of the U.S. Army Combined Arms Center and Fort Leavenworth Annual Command History 2006 by Kelvin D. Crow, Assistant Command Historian. For more on the history of the Combined Arms Center and Fort Leavenworth, please visit

<http://usacac.army.mil/CAC/csi/history/history.asp>

As an update, the School of Advanced Distance Learning (SAdL) was renamed the Department of Distance Education (DDE) in 2007)

Chapter 2

The Command and General Staff College

Introduction

The Command and General Staff College (CGSC) is the Army's senior tactical school. It is responsible for developing officers to lead fighting units at the tactical and operational levels of war. In 2006 the college celebrated its 125th year of outstanding military education and service to the nation striving to maintain the best of that tradition while adapting to the special needs of field grade officers in the midst of a global war. For the first time since the Second World War the College offered overlapping resident courses to insure the officers of the Army can continue their professional development during this time of intense combat deployment. For the first time since the Philippine Wars the College gave mandatory language instruction. There was even informal practical instruction in using horses and mules in combat logistics, a subject abandoned about the time of the Second World War. The College underwent two major accreditation examinations and prepared to move to a new facility. It was a challenging year.

This chapter is organized into subsections on the mission and organization of the College in 2006, followed by its history, the Deputy Commandants and the major events for the year identified by the College. Subsequent sections summarize and place into context the reports of the schools and the academic departments and important administrative and logistical details of the year. Finally there is a small section on noteworthy events in "The Leavenworth Experience" for 2006.

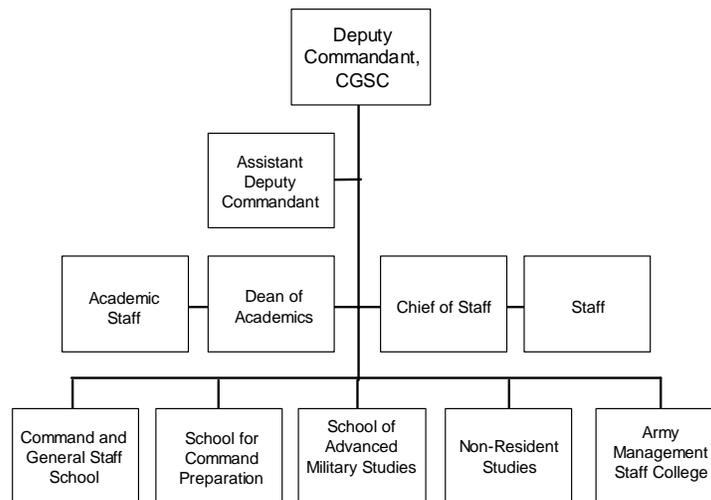
Mission and Organization

The College describes its mission and organization for 2006 in these words: "The US Army Command and General Staff School educates and trains intermediate level Army Officers, International Officers, Sister Service Officers, and Interagency leaders prepared to operate in full spectrum Army, joint, interagency, and multinational operations as field grade commanders and staff officers. The US Army Command and General Staff School was organized as five individual schools with specific missions:

- a. Command and General Staff School (CGSS)
- b. School of Advanced Military Science (SAMS)

- c. School for Command Preparation (SCP)
- d. School for Advanced distance Learning (SAdL)
- e. Army Management Staff College (AMSC)”¹

The Commander of the Combined Arms Center directs CGSC in his role as Commandant; he delegates daily control to the Deputy Commandant. The Deputy Commandants for 2006 were Brigadier Generals Volney J. Warner and Mark E. O’Neill. The Deputy Commandant is assisted in administering the College by his Assistant Deputy Commandant, the Dean of Academics, the Chief of Staff, the Directors of the five schools and his personal staff.²



The Chief of Staff is responsible for personnel, operations, logistics, resource management, public affairs, Reserve Component programs, the library and educational technology support. The Dean of Academics directs the Digital Leader Development Center, graduate degree programs, faculty development, quality assurance, academic outreach, curriculum development, accreditation and supervises the transformation chair. The Command and General Staff School supervises the five educational departments that employ the majority of the faculty; Center for Army Tactics, Department of Logistics and Resource Operations, Department of Joint and Multinational Operations, Department of Military History and the Leadership Instruction Division.³

For the first half of 2006 the Center for Army Leadership (CAL) was part of the College, reporting directly to the Deputy Commandant. Its Leadership Instruction Division functioned as a Department of the Command and General Staff School. After

¹ CGSC 2006, Folder 1, CGSC Semi-Annual Command History, 11 September 2006.

² TRADOC Regulation 10-5-4, Operations and Functions UA Army Combined Arms Center, 7 February 2006.

³ CGSC 2006, Awards, Statistics and Organization, Command and General Staff College wiring diagram as of 26 Jun 06.

June 2006 CAL became a separate MSO and the Leadership Instruction Division became a formal element of the Staff School.⁴

History

The 1870's were a bad period for the US Army; its ranks were filled with low skilled immigrants, its officer corps ineffectual, its budgets low, congress hostile and the public apathetic and disdainful. To address the weakness in the officer corps Commanding General of the Army William Tecumseh Sherman directed the establishment of a school for peacetime practical instruction in the combat arms at Fort Leavenworth in 1881. This "School of Application for Infantry and Cavalry" started with remedial instruction in basic education to junior officers, but in 1886 was reformed to a professional level of instruction and renamed the U.S. Infantry and Cavalry School. Famous faculty such as Arthur Wagner and Eben Swift retained the practical orientation of the school, but added advanced instructional techniques like the staff ride and war gaming. In 1890 the school moved to the newly vacant Sherman Hall and in 1895 Sheridan Hall.⁵

The Spanish American War caused a suspension of all systematic Army instruction. Following this pause Secretary of War Elihu Root dramatically reformed military education and the role of the College. Much of the preliminary study once conducted at Fort Leavenworth was now to be finished at lower level schools and the College was to focus on higher level professional education. Instruction took place over two years, with the first under the title Infantry and Cavalry School and the second the Staff College. Commanding the school during this period was Brigadier General James Franklin Bell, a staunch advocate of education reform and confidant of Secretary Root. Under Bell the student body shifted from lieutenants to senior captains and junior majors. Reserve officers were admitted for the first time in 1905.⁶

Classes were again suspended for the First World War but during the war the proficiency of the more senior graduates came to the attention of general officers and the reputation of the College across the upper reaches of the Army gained immeasurably. During the Second World War the college remained open and ran thousands of officers through short, specialized classes to prepare them to command and staff a world-spanning Army and Air Force. In 1946 the name of the school was changed to the Command and General Staff College and the organization moved into Bell Hall in 1959. More important was the attitude of the commandants and the faculty. Rather than resting on the laurels of the Second World War, they pressed the development of doctrine and

⁴ TRADOC Regulation 10-5-4, Operations and Functions UA Army Combined Arms Center, 7 February 2006, and CAC LVN 2006, CAL, Center for Army Leadership Annual Report 2006, 30 June 2006.

⁵ Hughes, J. Patrick, *Fort Leavenworth: Gateway to the West*, Kansas State Historical Society, Topeka, Kansas 2000, Chapter 8. Hunt, Elvin and Walter Lorence, *History of Fort Leavenworth 1827-1937*, Command and General Staff School Press, Fort Leavenworth, Kansas, 1937, Chapter 8. George Walton, *Sentinel of the Plains: Fort Leavenworth and the American West*, Prentice-Hall, Inc, Englewood Cliffs N.J. 1973 Chapter 14.

⁶ Hughes, J. Patrick, *Fort Leavenworth: Gateway to the West*, Kansas State Historical Society, Topeka, Kansas 2000, Chapter 8. Hunt, Elvin and Walter Lorence, *History of Fort Leavenworth 1827-1937*, Command and General Staff School Press, Fort Leavenworth, Kansas, 1937, Chapter 8. George Walton, *Sentinel of the Plains: Fort Leavenworth and the American West*, Prentice-Hall, Inc, Englewood Cliffs N.J. 1973 Chapter 14.

instruction into the nuclear age and beyond. The Vietnam War focused some attention on counter guerrilla operations, but the Cold War with the Soviet Union remained the major preoccupation. Leavenworth played a key part in the training revolution of the 1980s. Various editions of FM 100-5 were written in the College, lessons from the Combat Training Centers were inculcated into the classroom, the Combined Arms and Services Staff School was created (1981), as was the School of Advanced Military Studies (1983) and the School for Command Preparation (1983). Joint Professional Military Education received renewed emphasis, first from Army Chief of Staff John Wickham and then as a result of the Goldwater-Nichols Act of 1986.⁷

The world for which the Command and General Staff College had prepared students for 40 years changed with the fall of the Berlin Wall and the breakup of the Soviet Union (1989-1991). While budgets and manpower declined as the College paid its part of the “peace dividend” the staff strove to transform the school to meet the demands of the future. Coursework examined previous periods of great change and combat developments, especially computer aided warfare, were studied to assist the college in leading the way during this revolution in military affairs. Deputy Commandant John Miller directed CTAC and SAMS develop an end of the academic year exercise in which students would play all the roles for a corps level operation. Prairie Warrior became an integral part of the curriculum. Iraq’s invasion of Kuwait in 1991 and America’s participation in a multinational response (Operation DESERT STORM) featured important contributions by the College and its graduates which brought great credit to the institution and validated the effectiveness of the instruction.⁸

During the final years of the Twentieth Century changes in the world geopolitical situation continued to be reflected in the campus on the banks of the Missouri. In 1993 students from new republics made up of the elements of the old Soviet Union attended the course. Despite lean budgets the Army’s operations tempo increased with combat deployments around the world, including Somalia, Haiti and the elements of the former Yugoslavia. Training in peacekeeping and the techniques of national building began to vie with conventional operations for time in curriculum and the college placed more emphasis on Joint, Interagency and Multinational (JIM) operations. This was reflected in the 1993 version of FM 100-5, Operations, largely written by the students of SAMS. Administrative changes during the time include a shift to a “Two Dean” system with a Dean of Academics and a Dean of Students and Administration sharing responsibility for College operations under the Deputy Commandant. The College began to hire larger numbers of civilian faculty members to replace declining numbers of active duty officers. Eisenhower Hall opened in 1994 as a new home for the CARL and provided additional office and classroom space.⁹

⁷CAC History Office, *U.S. Army Combined Arms Center Annual Command History 1982-1989*. Hughes, J. Patrick, *Fort Leavenworth: Gateway to the West*, Kansas State Historical Society, Topeka, Kansas 2000, Chapter 8. Hunt, Elvin and Walter Lorence, *History of Fort Leavenworth 1827-1937*, Command and General Staff School Press, Fort Leavenworth, Kansas, 1937, Chapter 8. George Walton, *Sentinel of the Plains: Fort Leavenworth and the American West*, Prentice-Hall, Inc, Englewood Cliffs N.J. 1973 Chapter 14.

⁸ CAC History Office, *U.S. Army Combined Arms Center Annual Command History 1994*, Chapter 5.

⁹ On the Frontier – Preparing Leaders ... Yesterday, Today, and Tomorrow: CGSC 1981-2006, Ethan Rafuse, US Army Command and General Staff College, 2006.

The Twenty-First Century opened with attacks on the homeland in September 2001 and resulted in a Global War on Terror (GWOT). The 2001 invasion of Afghanistan, the 2003 invasion of Iraq, operations in the Horn of Africa and the related counterinsurgency operations dominated academic considerations at the college. The curriculum was scavenged for relevant material and the amount of time devoted to counterinsurgency operations (COIN) was first scrutinized and then increased. The smaller, busier Army began to have difficulty meeting operational requirements and sending officers to school on schedule, so class sizes began to shrink. The number of civilian instructors continued to increase but the balance of relevant information shifted from expert instructions to students “fresh from the fight,” so the instructor’s role had to change to include more facilitation.

Administrative changes in this time were also epochal. CAS3 had steadily diminished in length and relevance as the student base shifted to junior captains recently graduated from the Advance or Captain’s Career Course. It was eliminated in 2004. Prairie Warrior ended its 14-year run as the capstone of the course. Largest of all the changes was the introduction of Intermediate Level Education (ILE). A smaller Army with a more intensively trained officer corps led to calls for “universal” CGSC training, with all officers attending the resident instruction at Fort Leavenworth instead of just the upper 50% of each year group. The 2001 Army Training and Leader Development Panel formalized this recommendation and the Chief of Staff of the Army directed that the College develop a plan to implement the concept. The pilot class took place in fall 2003.¹⁰

ILE not only included a different student population, it was organized differently, conducted at multiple locations and differed by the assigned branch of the Army of each student. ILE consisted of a three month long common core course that all students completed. After the common core the curriculum diverged. Operations Career Field (OPCF) officers completed follow on seven-month course at Fort Leavenworth called the Advanced Operations and Warfighting Course (AOWC). Other officers attended advanced educational programs at satellite locations developed by their career field and functional area managers. The ILE common core was offered to non OPCF officers at four locations: Fort Belvoir, Virginia; Fort Gordon, Georgia, Fort Lee, Virginia and the Naval Post Graduate School at Monterey, California. The common core was intended to provide each officer “a Warrior ethos and warfighting focus for leadership positions in Army, joint, multinational and interagency organizations executing full-spectrum operations.” The training included leadership, force management, military history, operational fundamentals, strategic fundamentals, foundations of critical reasoning and leader assessment and development. AOWC was designed to prepare students for battalion and brigade command and competence as a staff officer at levels from Division through echelons above Corps. Under ILE, instructors were organized into teaching teams. Each team consisted of 12 instructors drawn from the five teaching departments who cooperated to provide all instruction for a section of sixty-four officers. Individual classes continued to be taught in “small group instruction,” 12-man sections that habitually met together.¹¹

¹⁰ Rafuse.

¹¹ Rafuse.

The Deputy Commandants

The Deputy Commandants for 2006 were Brigadier Generals Volney J. Warner and Mark E. O'Neill. BG Warner served as Deputy Commandant from 2004 through 19 June 2006 and was succeeded immediately by BG O'Neill.



BG Volney J. Warner

Brigadier General Warner was commissioned an Infantry officer from West Point in 1976. His first assignment was to the 505th Infantry of the 82nd Airborne Division where he served as a platoon leader and staff officer. After graduating from the Armor Advance Course at Fort Knox he commanded a company in Germany with the 28th Infantry, 8th Division. Then Major Warner completed an MBA at Harvard, and was subsequently assigned as an instructor at West Point and a student at the Command and General Staff College. During the first Gulf War he served as the S-3 of the 3rd Battalion, 67th Armor in Saudi Arabia as a part of OPERATIONS DESERT SHIELD and DESERT STORM. After the war LTC Warner served as a J-5 planner on the Joint Staff in Washington. From July 1993 to June 1996 he commanded the 4th Battalion, 12th Infantry followed by service as a speechwriter for the Chief of Staff of the Army and a tour at the United States Institute of Peace. Returning to Germany in 1997 Colonel Warner commanded the 2nd Brigade, 1st Armored Division. After command he briefly returned to the joint staff before being appointed Assistant Division Commander for Support to the 82nd Airborne Division. He was promoted to Brigadier General in January 2003 and assumed the position of Deputy Director of the Command and General Staff College in August 2004. BG Warner has been awarded the Distinguished Service Medal, the Silver Star, the Defense Superior Service Medal with Oak Leaf Cluster, the Bronze Start Medal with Oak Leaf Cluster and the Army Staff Identification Badge.¹²

¹² Official Biography, accessed from the General Officer Management Office site on Army Knowledge Online, 9 May 2006



Brigadier General Mark E. O'Neill

Prior to his assignment as Deputy Commandant BG O'Neill served as the Deputy Division Commander for Support, 3rd Infantry Division located at Fort Stewart, Hunter Army Airfield, and Fort Benning, Georgia and as Deputy Division Commander (Support), Multinational Division – Baghdad during Operation Iraqi Freedom.

He previously served as the Deputy Director for Strategy, Plans and Policy, Department of the Army, where he had oversight of the Army's long-range strategic plans, formulation of operational policy options, and the conduct of international cooperation and integration programs. In this capacity, he led the Army's analytical assessment of the initial phase of Operation Iraqi Freedom.

A native of Saint Louis, Missouri, General O'Neill received a Bachelor of Science degree in 1978 from the United States Military Academy and was commissioned as an infantry officer. He has served in command and staff positions with the 82d Airborne Division, 10th Mountain Division, 25th Infantry Division, and the 3rd Infantry Division. He has commanded tactical units at the platoon, company, battalion and brigade level, and served as the Chief of Staff of the 10th Mountain Division. He has also served as Assistant Army Attaché in the Defense Attaché Office, American Embassy, Beijing, China, and as a strategic analyst on the Army Staff at the Pentagon. In addition to service during Operation Iraqi Freedom, General O'Neill has served during Operation Uphold Democracy in Haiti and Operation Enduring Freedom in Afghanistan.

In addition to attendance at numerous U.S. Army and Joint Force tactical courses and schools, General O'Neill is a graduate of the U.S. Army Foreign Area Officer's Course, the Defense Language Institute, and the Naval Postgraduate School, Monterey, California, where he earned a Master of Arts degree in National Security Affairs. He completed advanced Chinese language and area studies while assigned to the U.S. Defense Liaison Office in Hong Kong where he studied at the Beijing University School of Foreign Languages and the British Ministry of Defense Chinese Language School. General O'Neill is a graduate of the Armed Forces Staff College and the U.S. Army War College. He is a member of the Council on Foreign Relations.

His awards and decorations include the Legion of Merit with four Oak Leaf Clusters, Bronze Star Medal, Defense Meritorious Service Medal, Meritorious Service Medal with four Oak Leaf Clusters, Army Commendation Medal with Oak Leaf Cluster, Army Achievement Medal, Iraq Campaign Medal, War on Terrorism Service Medal, National Defense Service Medal with Star, Armed Forces Expeditionary Medal, Humanitarian Service Medal, Army Service Ribbon, four awards of the Overseas Service Ribbon, the Combat Action Badge, Army Staff Identification Badge, Master Parachutist Badge, Pathfinder Badge, Ranger Tab, and the Expert Infantryman's Badge.

Brigadier General O'Neill and Lori, his wife of 25 years, have two sons, Colin and Logan.¹³

Major Events of 2006

The College identified the following as the major events of 2006.

- For the first time since May 1946 the college began conducting simultaneous, overlapping classes in February 2006.
- Resident classes were conducted at three satellite campuses: Forts Lee, Belvoir and Gordon.
- Academic Chairs for Transformation and Counter Insurgency Warfare were established on the Leavenworth Campus.
- CGSC received a ten-year accreditation by the Higher Learning Commission of the North Central Association of Colleges and Universities. The Commission also accredited the Masters of Military Arts and Sciences (MMAS) program.
- The web-based ILE "S course" of the School for Advanced distributed Learning (SAAdL) received Joint Professional Military Education accreditation in May 2006.¹⁴

The Command and General Staff School

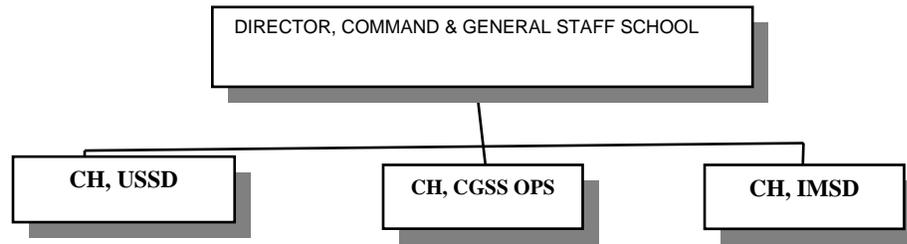
The Command and General Staff School (CGSS) is the largest portion of CGSC, provides the flagship course and controls the majority of the faculty. It is organized into a US Student Division, and International Military Student Division and an operations section.¹⁵

¹³ CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

¹⁴ CGSC 2006, Folder 1, CGSC Semi-Annual Command History, 11 September 2006.

¹⁵ CGSC 2006, Folder 1, CGSC Semi-Annual Command History, 11 September 2006.

COMMAND & GENERAL STAFF SCHOOL



The mission statement for the Command and General Staff School is extraordinarily detailed.

“The Command and General Staff School (CGSS) educates senior captains and field grade officers attending the Intermediate Level Education (ILE) Common Core Course, with a purpose of preparing all students with a warrior ethos and warfighting focus for leadership positions in Army, joint, multinational, and interagency organizations executing full spectrum operations. The CGSS faculty educates and trains operations career field (OPCF) officers attending the ILE OPCF qualification course, the Advanced Operations and Warfighting Course (AOWC), with the purpose of developing operations career field officers with a warfighting focus for battalion and brigade command capable of conducting full scale operations in joint, interagency, and multinational environments; and, educating officers so they have the requisite competencies to serve successfully as division through echelon-above-corps staff officers. Also, CGSS provides administrative support to all US and international students enrolled in the resident Intermediate Level Education course, coordinates extracurricular activities and projects of the ILE class, and administers the Security Assistance Training Program. The CGSS also supervises the CGSC Service to the Nation program, a community outreach program that promotes understanding and appreciation of the members of the Armed Forces as involved citizens in their communities and professionals committed in their military service to the Nation.”¹⁶

The Global War on Terror (or GWOT) had had a major impact on the College. Manpower demands have made it difficult to fill the traditional once-a-year start for CGSS. In response, the Army G-3 directed CGSC to implement overlapping classes with staggered start dates. In 2006 the college conducted three classes, one beginning in as usual in August 2005 and graduating in June 2006, another beginning in February 2006

¹⁶ CGSC 2006, Folder 1, CGSC Semi-Annual Command History, 11 September 2006.

and graduating in Dec 2006 and a third beginning in August 2006 that will graduate in June 2007. Manpower requirements also necessitated the early release of 80 students so they could link up with deploying units or fill war critical slots. Student programs of study were adjusted to the extent possible so that graduation requirements could be met in the time available. CGSS also supported the war through several OIF and OEF personnel taskings. Staff and faculty members deployed to the theaters of combat or to locations throughout the continental United States.¹⁷



Major Ibrahim Al-Sheedi, international military student from Oman, gives a cultural lesson to Modern Standard Arabic Basic students 5 June 2006 in Bell Hall. Photo by Prudence Siebert, Fort Leavenworth Lamp, used by permission.

Another GWOT impact was the addition of wartime language training for the first time since Spanish was offered during the Philippines War. Language and cultural studies were offered on a three-tiered approach. Students assigned to Iraq or Afghanistan immediately after CGSC who would be working closely with the local population received the largest dose of regional studies, cultural awareness training and language training. In addition to 32 hours of self study using the “Rosetta Stone” commercial computer-based language training program, students received regional briefings, cultural awareness training, information on how to best learn a language and guidance on securing and working with interpreters. Students going to the seat of conflict who would likely not work closely with the local population received a slightly scaled down program of study, including 16 hours of Rosetta Stone training. Students not immediately assigned to Iraq or Afghanistan received some of the training and were encouraged to use the other resources as their time and availability permitted.¹⁸

LTG Petraeus spoke of several personal initiatives to help the College better reflect the current conflict in his oral history interviews. In his first interview with CAC History (17 April 2006) the general said he was striving for a better balance of “kinetic and non-kinetic” elements of the curriculum. He amplified this shorthand reference to say that he wanted to see a better representation of full spectrum operations in exercises;

¹⁷ CGSC 2006, Folder 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

¹⁸ ¹⁸ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

that these should go all the way from defense to offense to stability operations. He was also supporting the inclusion of language and cultural training in the curriculum, faculty development to maintain currency and more emphasis on how to think vice what to think. By October of that year Petraeus saw some of the improvements he was looking for, saying that the curricular emphasis had gone from 5 or 10 percent COIN to somewhere near 40%, that language and cultural training had been inculcated and that the Congressman Ike Skelton Distinguished Chair for Counterinsurgency was about to be announced. He maintained this attitude in his final interview, observing that the balance would have to be continually evaluated and adjusted, but for now it was “about right.” Petraeus also observed that the computer programs that underlay the simulations used in the College were too kinetic and this made achieving a satisfactory simulation of stability operations difficult.¹⁹

The Skelton Chair LTG Petraeus made reference to was announced by Senator Pat Roberts in the 15 June 2006 graduation ceremony. He said the position was established to “further of understanding of insurgency warfare and how best to combat its many facets by preparing the next generation of Army leadership to better engage in counterinsurgency warfare.” The chair holder will participate in various related activities across CAC, including interface with the CAC Staff, the University of Foreign Military and Cultural Studies, the Combined Arms Doctrine Directorate, the Army/Marine Corps Counterinsurgency Center, the Joint Center for International Security Force Assistance, the Battle Command Training Program, the Center for Army Lessons Learned and the Center for Army Leadership.²⁰

The law governing hiring of most Federal employees is found in Title 5 of the United States Code (USC). The section of the law called Title 10 governs the military. Section 4021 USC Title 10 allows CGSC (and the War College) to hire civilian instructors to carry out their unique educational missions which are not covered under Title 5. In 2006 the College advertised, recruited and hired civilian educators in order to fill all the 182 Title 10 faculty positions across its twenty teaching teams and four satellite campuses. This large number of instructors is required to fulfill an order by the Chairman of the Joint Chiefs of Staff to maintain a 4 to 1 student to instructor ratio. During 2006 over 10% were open because of the difficulty in finding the right instructors and Department of the Army hiring restrictions.²¹

Several other administrative changes over the year are worth noting. The College has long been known for its smooth administrative in-processing of students. CGSS instituted centralized out-processing for class 06-1 at the Frontier Conference Center. As a result, out-processing was accomplished for the 650 students in about 15 minutes each, a welcome addition. Faculty and staff were concerned with the planning for the move into the new Lewis and Clark Center. While the overall size of the building was much larger, the space allocated for administration and faculty offices seemed inadequate, and

¹⁹ Oral History Interview Dr. Glenn Robertson and Kelvin Crow with LTG David Petraeus, 17 April 2006, 16 October 2006 and 27 January 2007.

²⁰ “CGSC selects 1st counterinsurgency chair” Fort Leavenworth Lamp 15 Feb 2007 page 1.

²¹ CGSC 2006, Folder 1, CGSC Semi-Annual Command History, 23 January 2007.

planning was intense. The US Army Manpower Analysis Agency visited post in September of 2006 and analyzed the CGSS positions, validating them all. Since the organization has been sent to look for “excess” in TRADOC, this was a testament to the staff work done in preparation for the visit. CGSS placed their curricular offerings on a learning management system called “Blackboard” which allowed students and faculty around the world to access readings, schedules, lessons plans and other course materials through Army Knowledge Online (AKO).²²

In 2006 CGSS had a military law office and five academic departments; the Center for Army Tactics (CTAC), the Department of Logistics and Resource Operations (DLRO), the Department of Joint and Multinational Operations (DJMO/ DJIMO), the Leadership Instruction Division (LID/DLC), and the Department of Military History (DMH). CTAC taught full spectrum and combined arms operations from battalion through corps level in the C400 common core course and a number of electives. Despite an 87% turnover in personnel this department reported a successful year, including support to any number of deploying units. DLRO presented instruction in logistics, resource management, force management, acquisition, operations research and systems analysis. Reorganized to support the teaching teams, the department also conducted activities from travel to the Iraqi War College for a curriculum re-write to conducting the Combat Service Support picnic. DJMO educated students in joint warfighting doctrine; joint, interagency and multinational operations; operations other than war; stability and reconstruction. With over 100 personnel, this large department participated in a number of important missions, including the development and introduction of course I100, “Introduction to Stability Operations;” deployment to Iraq and Afghanistan, assistance to the Iraqi Joint Service College and “train the trainer” support to Fort Riley’s Foreign Security Force mission. In September 2006 the Department name was changed to DJIMO (Department of Joint, Interagency and Multinational Operations) at the suggestion of LTG Petraeus. LID/ DLC is a new directorate, following the departure of the Center for Army Leadership and thus had no director during 2006. The organization assumed a new name upon its separation, becoming the Directorate of Command and Leadership (DCL). While new, small and suffering from organizational challenges, DCL taught the core L100 course as well as 17 Advanced Application Program (AAP) courses including classes in decision making, battle leadership, negotiation, media operations, administrative law and criminal law. The most significant new AAPs were related to language study for students with follow-on assignments to Iraq or Afghanistan. The final Department was Military History presented the core instruction in military history, as well as providing historical vignettes to supplement the course offerings of the rest of the faculty. DMH taught 32 very well received AAPs and the faculty was exceptionally busy with publications and presentations, raising the standards for the staff of the College as well as the profile of the organization. One noteworthy difficulty was the provision of copyright costs, which exceeded \$30,000 for one classic. The Military Law Office (3 officers) taught classes across the College, including classes in PCC and SAMS. Notable

²² CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

new electives included “Fiscal Law Issues in Iraq, Legal Issues in Urban Operations and Contractors on the Battlefield.”²³

The School of Advanced Military Studies



CAC Commander and CSGC Commandant David Petraeus, former Chief of Staff of the Army GEN (R) Eric Shinseki, and CGSC Deputy Commandant BG Volney Warner applaud graduates of SAMS at the 25 May 2006 graduation in Bell Hall. Photo Prudence Siebert, Lamp, used by permission .

The School of Advanced Military Studies’ (SAMS) mission is to “educate and train officers at the graduate level in military art and science to develop commanders and general staff officers with the abilities to solve complex military problems in peace and war.” SAMS consists of an administrative and exercise section and two “seminar teams.” Each team administers a course. The oldest course is the Advanced Military Studies Program, a follow on graduate-level course for those who have completed the Command and General Staff Officer Course or the U.S. service equivalent. The Advanced Military Studies Program (AMSP) drills students for a year in “the military art and science of planning, preparing and executing full spectrum operations in joint, multinational and interagency contexts” through the study of military history, theory and practical exercises. Graduates are typically assigned to a utilization tour as a planner at a division or corps staff following graduation. The Advanced Operational Art Studies Fellowship (AOASF) is a two-year, War College equivalent designed to prepare students for colonel-level command and operational planning assignments at higher levels. The first year curriculum consists of visits to combatant and service commands, guest speakers, operations planning and study in various related subjects. Second year Fellows serve as seminar leaders for AMSP. Both programs are accredited to award the MMAS.²⁴

The School of Advanced distributed Learning

The School of Advanced distributed Learning (SAdL) received its unusual moniker from then LTG Wallace, who insisted on a lower case “d” because he wanted to de-emphasize the distance or “distributed” nature of the instruction provided. It was previously known as the Directorate of Non-Resident Studies. SAdL develops, distributes and administers the distance learning program for the College. These courses are known as the M course (conventional) and the S course (web based) in the Total Army School System. The S course is the successor to the traditional “box of books”

²³ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

²⁴ TRADOC Regulation 10-5-4, 7 February 2006 section 7-6. Website <http://www-cgsc.army.mil/sams/> accessed 30 August 2007.

non-resident instruction and the M course is a face to face course taught by reserve instructors. Like CGSS, SAdL has moved their content to Blackboard, to improve student access to texts, instructors and course content. The S course successfully completed the Process for Accreditation of Joint Education (PJAЕ), receiving a two year accreditation after a three day visit to the home site by the accreditation team.²⁵

The School for Command Preparation

The School for Command Preparation (SCP) exists to “educate and train battalion and brigade command selectees, command sergeants major selectees, and their spouses to equip them for effective command team performance.” This is done through lectures, discussions and advanced battle simulations featuring senior members of the Army and the most advanced doctrine and techniques available. SCP consists of a headquarters section and two program-oriented sections; the Tactical Commander Development Program and the Pre-Command Course/ Command Team Seminar.²⁶

The Pre-Command Course (PCC) is a one week seminar for brigade and battalion command selectees taught by the Army Chief of Staff and members of his staff. His goals are to insure that the students understand the programs and policies of the Army and to develop the command teams to ensure a positive environment for Army families, units and the community. The Command Team Seminar runs concurrently with PCC and seeks to develop the personal awareness and leadership of the spouses to improve their self-confidence and prepare them for their upcoming responsibilities. The Tactical Commander Development Program (TCDP) is a two-week, immersive training environment that immediately follows the PCC/CTS week focused on preparing students for the challenges of their upcoming assignment. It zeros in on the commander’s role (as opposed to the staff process) and prepares students to deal with stability operations and asymmetric threats through one on one coaching, role playing and adaptive thinking methodology.²⁷

Major projects for 2006 included the integration of the Command Sergeant Major Course into the PCC and the Command Sergeant Major Spouse Seminar into the CTS. The TCDP was a new development for 2006. It is the amalgamation of two previous courses; the Tactical Commanders Development Course for battalion command designees and the Battle Commander Development Course for brigade command designees. But more than this, it is a departure from a simulation-based training program to integrated preparation for the immediate fight. Let in December 2006 SCP began using an Individual Training Program (ITP) methodology in TCDP to analyze the needs of students and adjust the curriculum to meet those needs.²⁸

²⁵ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

²⁶ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

²⁷ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

²⁸ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

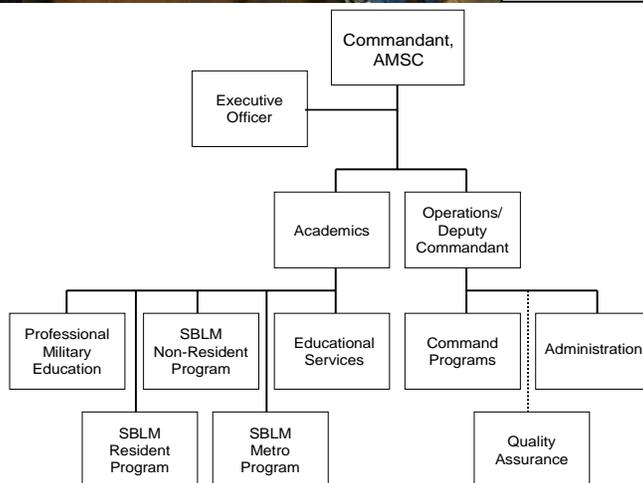
Besides the challenge of these changes, SCP dealt with other problems in 2006. The curriculum, dependent on travel funding for speakers and contract instructors, started off the year with \$870,000 in unfunded requirements, most of that funding for these purposes. Military instructor personnel assigned continued to decline. At the end of the reporting period only five of the 13 officers authorized were on hand and the director was deployed on a one year temporary change of station beginning in December 2006. On top of this, the amalgamation of the Command Sergeant Major program resulted in a 30% increase in student population with no concomitant increase in administrative or instructor personnel authorizations. Shortfalls in personnel were covered with contractor personnel, but this exacerbated the funding issue.²⁹

Army Management Staff College

The Army Management Staff College (AMSC) is the newest school in CGSC, but its history precedes its current assignment. AMSC began in 1987 after it became apparent that that Army was becoming more dependent on civilian employees and that those employees were not sufficiently prepared for the increasing responsibilities they faced. The Management College was transferred to CGSC in 2005. AMSC states their mission as “to educate and prepare Army civilian and military leaders to assume leadership and management responsibilities throughout the sustaining base. To provide consulting services and conduct research in support of the sustaining base.”³⁰



New graduates of the CES Basic Course symbolically take their first steps 8 Dec 2006 at the Fort Leavenworth campus, AMSC. Photo by Jeff Crawley, Fort Leavenworth Lamp, used by permission.



²⁹ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

³⁰ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

AMSCs course offerings changed dramatically over the year. At the beginning of 2006 AMSC offered courses in installation management, the near 50-year-old Program Management for Executives, and resident, non-resident and regional Sustaining Base Leadership and Management (or SBLM) courses. A student load of almost 900 was sustained with 102 employees, officer, civilian and contractor. In March 2006 BG Warner directed AMSC to develop and transition to the new Civilian Education system (CES) by January 2007.³¹

The Civilian Education System is a series of four progressive, sequential and integrated leader development courses. The Foundation Course is for new hires on Army values and customs, communications skills and basic leadership. It is entirely delivered via distributed learning; all other courses feature a mixture of distributed and resident instruction. The Basic Course is for direct supervisors and furthers leadership and communication skills, as well as teaching mentoring and small unit dynamics. The resident phase is two weeks long. The Intermediate Course is for civilian leaders who exercise both direct and indirect supervision. In it they learn program management, systems integration, and both human and financial resource management. This resident phase is three weeks long. The Advanced Course is for senior civilian leaders who predominantly exercise indirect supervision. Over the internet-based distributed phase and the four week resident period this course challenges them to inspire vision and creativity in those they lead, to manage change and maintain mission focus.³²

The AMSC Commandant directed the discontinuation of legacy courses in order to focus on developing the new course curricula. Resources at Fort Belvoir were focused on the Foundation and Advanced Courses. Resources at Fort Leavenworth were directed to develop the Basic and Intermediate courses. The Foundation Course was scheduled to be available in March of 2007 and all other courses will have their pilot in January 2007. The Fort Leavenworth resources are the former Civilian Leadership and Training Division (CLTD) of the Center for Army Leadership, transferred to AMSC in December 2005 and redesignated AMSC-West in March 2007.³³

AMSC continues to teach other courses. The General Officer Installation Command Course is a one-week, executive-level seminar for general officers assigned as installation commanders, senior mission commanders or those directly involved with installation management. Attendance is managed by the General Officer Management Office, Headquarters, Department of the Army. The Garrison Pre-command Course is for colonels and lieutenant colonels designated as garrison commanders or civilian deputy garrison commanders on a space available basis. Attendance at this four week resident course is managed by Installation Management Command. The Garrison

³¹ ³¹ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

³² ³² CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.
Information Paper, AMSC, "Civilian Education System (CES)", 27 March 2007.

³³ ³³ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006 and CGSC 2006, Folder 2, CGSC Semi-Annual Command History, 29 January 2007.

Sergeant Majors Course is a two-week class for those senior noncommissioned officers designated for garrison SGM slots.³⁴

Command and General Staff College Support, Administration and Logistics

Support for operations at CGSC were organized into either the Office of the Chief of Staff or under the Dean of Academics. The Chief of Staff directed the Secretary of the General Staff, the Coordinating Staff (G-1, G-2, G-3, G-4 and Resource Management Office), the Directorate of Educational Technology (DOET), the Reserve Component Programs Directorate, the Combined Arms Research Library, and the Chaplain. The Dean of Academics controlled the Quality Assurance Office (QAO), Faculty and Staff Development Division, the Outreach Program, the Marshall Chair, and the Digital Leader Development Center (DLDC).³⁵

DOET plans and manages the information technology for the College. The Director and 37-person staff were principally concerned with maintaining and improving the systems currently in use and bringing the new systems for the Lewis and Clark Center on line. Lewis and Clark is to feature the most advanced educational technology deployed in any educational institution, military or civilian. The installation, integration and activation of the basic IT components of the classrooms were successfully tested in July 2006. Additionally, DOET continued the integration of all elements of the College into the Blackboard and Sharepoint software systems and consolidated and integrated various local databases so they could be accessed from the web. As a part of this two IBM “blade” servers with 2.5 terabytes were brought on line, with two additional servers for backup capability. DOET also supported the College with instruction in various software programs and hosting video teleconferences.³⁶

The Combined Arms Research Library (CARL) is a comprehensive reference and research center with over 200,000 volumes specializing in military science, history, business, economics and political science. CARL subscribes to over 1,500 newspaper and magazines, many in foreign languages. The library boasts one of the most extensive collections in the military system with large numbers of rare books, CGSC instructor course material, special collections, and large amounts of primary material dating back to WWI. Since 1995 CARL has occupied one half of Eisenhower Hall where it maintains state of the art facilities. CAC’s Army Marine Counterinsurgency (COIN) Center was established on the third floor of the library building in 2006 and this necessitated a consolidation of the classified archival holdings. CARL is increasingly moving into the digital domain adding over 2,000 items to its “Content DM,” a digital object management system. The library has also submitted 400 titles for digital preservation, assisted the registrar in the digitization of student record archives and hosted the Operations Leadership Experience (OLE) transcripts compiled by the Combat Studies Institute.

³⁴ Folder 2, CGSC Semi-Annual Command History, 29 January 2007. Information Paper, AMSC, “Garrison Leadership Courses”, 29 March 2007.

³⁵ TRADOC Regulation 10-5-4 dated 7 February 2006, sections 7-10 and 7-11.

³⁶ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006.

These records are available to the public online, but have been briefly pulled down twice due to concerns about content.³⁷

The first of the Dean of Academic's elements is the Digital Leader Development Center or DLDC. Their mission is to "educate and train leaders on the capabilities of Army Battle Command System (ABCS) and the fundamentals of digital battle command. The DLDC director and staff accomplish this through simulations and collaborative planning tools that enable the students of CGSS, PCC and SAMS to conduct educational simulations and training on the Command Post of the Future (CPOF). Besides conducting over 100 such exercises, DLDC participated in a number of initiatives including coordination with the National Guard, sister services, the Joint community and friendly foreign militaries to design joint exercise programs; participating in the development of a negotiations trainer; and installing a major upgrade to the systems on hand.³⁸

The Director of Graduate Degree Programs manages three functions for the College. The Masters of Military Arts and Science (MMAS) Degree Program, available to both CGSS and SAMS students, granted 157 degrees. Accreditation of the MMAS program, required by Congress in the enabling legislation, is also a responsibility of this section. In July 2006 CGSC received another 10-year accreditation from the North Central Association of Colleges and Schools after an exhaustive and self-critical institutional study and an inspection by the accreditation team. The CGSC Advisory Committee is a group of senior civilian educators and administrators from across the nation that convenes periodically at CGSC to observe and advise on policies and procedures, as well as report to the Army Education Advisory Committee. This distinguished group conducted its inspection from 15 to 17 April 2006.³⁹

The Quality Assurance Office (QAO) provides learning assessment and program evaluation to improve both student outcomes and instructor performance. This seven person cell designs and implements the master evaluation plan, a five-year plan to systematically evaluate the academic programs of the college. QAO also conducts command climate surveys, assists in academic inspection and accreditation of CAC associated schools and administers and manages surveys of the student body. Over 100 surveys of students (resident and non-resident) and satellite locations were conducted in 2006.⁴⁰

The Leavenworth Experience in 2006

Several 2006 events at CGSC were so unique as to be mentioned in the press; support to the Iraqi staff college, the establishment of the Iron Major competition, a class on horsemanship for selected Special Forces students and the establishment of the Command and General Staff College Foundation. A brief recounting will be provided for each here.

³⁷ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006.

³⁸ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006.

³⁹ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006.

⁴⁰ CGSC 2006, Folders 1, CGSC Semi-Annual Command History, 11 September 2006.

The Iraqi Joint Staff College (IJSC) in Ar Rustamiyah (eastern Baghdad) serves as a counterpart to both the Command and General Staff College and the Army War College, providing training for officers at equivalent parts of their career. At the request of IJSC commandant Brigadier General Zaid Shukry, CGSC sent a seven-man assistance team to the college from 20 July to 5 August 2006. IJSC was founded with the British in 1928 and operated until the Iraqi Army's defeat in 2003. It was subsequently looted. When classes resumed in 2005, the college identified the need for an updated doctrine and curriculum. The Iraqi Ministry of Defense decided to adopt American doctrine because the students would be working closely with American forces, but the school had no dedicated curriculum developers. At the end of their 17-day visit the CGSC team, working closely with the IJSC faculty, developed or revised more than 200 hours of instruction across the curriculum and provided assistance in exercise design and faculty development.⁴¹

LTG Petraeus, widely known for his interest in physical fitness, announced the Iron Major competition for CGSC students in November 2005. The General says he created the event to highlight the importance of fitness beyond that required to pass the APFT, what he called "very high levels of physical fitness." Competitors in the inaugural 23 May event faced with a gauntlet of pull-ups, "laces to bar," dummy and rucksack carry, a 50-meter crabwalk and a 4.6 mile run. In the laces to bar exercise, competitors hang from the pull up bar and bring their feet to the bar as many times as they can in two minutes. They are required to resume a dead hang between repetitions. In the dummy and rucksack carry, the athletes sprint 70 meters carrying a dummy on their back (165 pounds for males, 105 pounds for females) and then sprint back with a 50-pound rucksack.⁴²



LTG Petraeus presents the Iron Major award to Steven Stowell during the graduation for CGSC class 2006-02, 15 Dec 2006. Photo by Prudence Siebert, Fort Leavenworth Lamp, used by permission.

CGSC Student Major Steve Marks organized a day of training for fellow Special Forces students on riding and packing horses. Marks believed that most Special Forces officers would deploy to Afghanistan soon after their graduation and once there would

⁴¹ Fort Leavenworth Lamp, "CGSC team helps Iraqi staff college," 28 Sept 2006, page 1.

⁴² Fort Leavenworth Lamp, "Iron Major," 25 May 2006, page 1.

confront a terrain and culture that was dependent on horses and mules to a much greater extent than most officers were prepared to deal with. Using private animals from the Fort Leavenworth stables, CGSC instructor and horse enthusiast LTC Mike McFarland gave a class on basic equine behavior and riding. Other volunteer instructors gave concurrent classes on packing an animal. The Kansas City Star sent a reporter, and the story was picked up by the Associated Press. Such information had been eliminated from the CGSC curriculum in the 1940's, but Fort Leavenworth remains a "horsey" post and home to the only remaining military fox hunt.⁴³

The Command and General Staff College Foundation "commenced operations" on 13 February 2006. Established on 28 December 2005, the Foundation is a tax-exempt, non-profit private corporation that exists to raise and donate funds to the Command and General Staff College to maintain a "margin of excellence" in the College programs. Prior to the establishment of the foundation, CGSC was the only military academic institution that was not supported by a foundation. While the new organization is oriented at raising an endowment that can provide a predictable flow of funds, it has already begun to provide support to the College. Examples of this support include student awards for academic excellence and provisions for faculty development. The Foundation is headed by LTG (R) Robert Arter, Chairman; COL (R) Bob Ulin, CEO; President Thomas H. Holcom; and a distinguished board of directors.⁴⁴

⁴³ Fort Leavenworth Lamp, "Horses 101, Special Operations Forces officers learn about basic transportation," 6 April 2006, pages 14, 15.

Kansas City Star.com, "Soldiers learn the basics of horsemanship," 3 April 2006.

⁴⁴ Historian's working files Command and General Staff College 2006, "Command and General Staff College Foundation News Fall 2006" and "CGSC Foundation names board of trustees members" Fort Leavenworth Lamp, 13 July 2006 page 4.