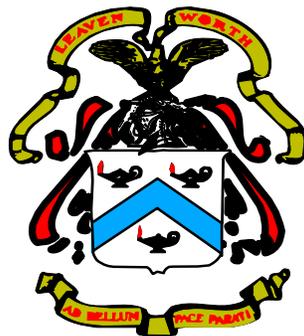


# **U.S. Army Command and General Staff College**

## **Intermediate Level Education (ILE)**

### **Self-Study**

**Resident Course  
Satellite Campus Course**



**8 January 2008**



DEPARTMENT OF THE ARMY  
U. S. ARMY COMMAND AND GENERAL STAFF COLLEGE  
100 STIMSON AVENUE  
FORT LEAVENWORTH, KANSAS 66027-2301

REPLY TO  
ATTENTION OF

ATZL-SWA

MEMORANDUM FOR Deputy Director for Military Education, 7000 Joint Staff, Pentagon, Room 2B865, Washington, DC 20318-7000

SUBJECT: US Army Command and General Staff College (CGSC)  
Intermediate Level Education (ILE) Self-Study

1. This self-study complies with the requirements set forth in CJCSI 1800.01C, *Officer Professional Military Education Policy (OPMEP)*, 20 Dec 05, for accreditation of CGSC's Joint Professional Military Education (JPME) Phase I programs. This self-study includes the courses offered in residence and at the satellite campus sites.
2. The self-study is a result of extensive assessment by CGSC's JPME Phase I staff and faculty. The Dean of Academics (DOA) and the Command and General Staff School (CGSS) worked in close concert to compile the self-study. The CGSC Accreditation Committee, comprised of representatives of CGSS, DOA, and other organizations involved in the delivery of the resident and satellite campus courses, conducted the final review of the self-study and approved its contents.
3. The ILE consists of a Common Core and a qualification course. The CGSC is responsible for developing and delivering the ILE Common Core and the qualification course for branch officers, the Advanced Operations and Warfighting Course (AOWC).
4. Many changes have occurred since the last accreditation visit in 2005. First and foremost was the movement of CGSC into its new home, the Lewis and Clark Center. This move was necessary to deliver the best possible education to our intermediate-level officers from all the Armed Forces, the international community, and interagencies.
5. The CGSC is committed to providing professional military education to all who study here. That is our top priority for now and for the future.

MARK E. O'NEILL  
Brigadier General, USA  
Deputy Commandant

## FOREWORD

The Resident and Satellite Campus Intermediate Level Education (ILE) Self-Study typifies over one year of work by dedicated members of the US Army Command and General Staff College (CGSC). Through their efforts, the Self-Study is comprehensive and current, although room for improvement is always there. The Self-Study is organized into chapters and appendices that make reading and finding information easy. The table of contents is detailed and helpful.

A major accomplishment for CGSC is a re-organization of the entire College to better deliver education to its students. After the Deputy Commandant gave his approval to re-organize on 25 June 2007, the College took on a new academic governance structure, placing responsibility for both curriculum and faculty under the Dean of Academics, and responsibility for the College infrastructure under the Chief of Staff. The re-organization coincided with CGSC's move from its long-time home in Bell Hall to the new Lewis and Clark Center, a state-of-the-art facility built for the sole purpose of educating officers for the next 10 years of their careers. A showplace in itself, the Lewis and Clark Center is a model educational facility.

The re-organization of the Command and General Staff School (CGSS) to include the movement of the former School of Advanced distributed Learning (SAdL) as a department under CGSS, the Department of Distance Education (DDE), was prudent. Consequently, the resident and non-resident versions of ILE now are part of the school responsible for teaching both versions.

Lastly, the Dean of Academics, through the Accreditation Coordination Division, had the lead to write the Self-Study. The CGSC Accreditation Committee, comprised of representatives from schools, directorates, and departments across the College, was involved in the preparation and review of the Self-Study. In addition, the Director of CGSS and his staff were instrumental in preparing the Self-Study. Other organizations across the College involved in the delivery of Intermediate Level Education also contributed to the Self-Study.

**US ARMY COMMAND AND GENERAL STAFF COLLEGE  
RESIDENT AND SATELLITE CAMPUS ILE SELF-STUDY**

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## **Executive Summary**

This executive summary addresses the conditional accreditation given in March 2005 by the Process for Accreditation of Joint Education (PAJE) team for the US Army Command and General Staff College (CGSC) Joint Professional Military Education (JPME) Phase I resident and satellite campus (SC) programs. The PAJE reports for both programs contain suggestions for improvement. The executive summary also addresses the partially-met suggestions. In addition, CGSC has written a comprehensive Self-Study to replace the one written in March 2005, which reflects the many changes that have occurred since the PAJE team last visited.

The executive summary contains the information in a concise format with references to chapters and appendices in the Self-Study that provide more detailed information on the subject. The executive summary is divided into the Resident Intermediate Level Education (ILE) Common Core and the Satellite Campus ILE Common Core. In addition, the executive summary mentions the changes to the non-resident JPME Phase I program since the publishing of the 2007 Self-Study.

### **Resident ILE Common Core**

The resident course continues to be the lynchpin for the JPME Phase I program. The non-resident courses – Satellite Campus, The Army School System (TASS) Reserve School Course (formerly called the "M" Course), and Advanced Distributed Learning (ADL) Course (formerly called the "S" Course) – all use the curriculum developed for the resident course. Using the College's Accountable Instructional System (AIS), (Chapter 4 covers AIS in detail), curriculum developers review the Common Core yearly and based on that review, provide updates to the curriculum.

The CGSC Dean of Academics is responsible for all curriculum and faculty in the College. Because of his efforts, the curriculum has achieved some stability, using analysis of data collected to justify changes made in the curriculum.

In addition, CGSC added a second start for the resident course. Two iterations of the resident program are held each year: one beginning in February, with graduation in December and the other in August, with graduation the following June.

### **PAJE Visit**

A PAJE team conducted their initial accreditation review of the Intermediate-Level Education (ILE) Common Core Resident and Satellite Campus programs in March 2005. During that review, the

team met with faculty and students to discuss the strengths and limitations of the ILE Common Core.

### **Partially-Met Resident Course Ratings**

Three standards and one learning area in the resident program received a "yellow" or "partially met" rating, while all other standards and learning areas earned "green" or "met" ratings. The following standards and learning area received the partially met ratings:

- Standard 1, *Develop Joint Awareness, Perspective, and Attitudes*
- Standard 4, *Assess Program Effectiveness*
- Standard 6, *Conduct Faculty Development Programs for Improving Instructional Skills and Increasing Subject Matter Mastery*
- Learning Area 5, *Information Operations, Command and Control, and Battlespace Awareness*

### **Addressing Resident Course Standards Suggestions**

Standard 1, Develop Joint Awareness, Perspective, and Attitudes. The team made one suggestion under this standard: *Explore alternatives to achieve development of joint awareness, perspectives, and attitudes. Integrate joint forces capabilities in exercises throughout the curriculum.*

The CGSC **implemented** this suggestion. The post-instructional conference (PIC), which is part of AIS, reviewed the Common Core for jointness and added to or revised the curriculum, particularly lessons C307 and C308. In addition, the Digital Leader Development Center (DLDC), which is responsible for exercises, conducted joint exercises with the Air Force to add more joint flavor to the exercises. Appendix L discusses the joint exercises in more detail and details efforts to include more jointness into the curriculum.

Standard 4, Assess Program Effectiveness. The team made one suggestion under this standard: *Fully implement a survey program for graduates, supervisors, and other external stakeholders.*

The CGSC **implemented** this suggestion. The Quality Assurance Office (QAO) under the Dean of Academics has fully implemented surveys of the ILE Common Core for both the resident and non-resident programs. Appendix P highlights the survey results for the ILE Common Core resident program. In addition, Appendix E details the results of the survey for the February class on their education experience at CGSC. In addition, the QAO conducted a survey of graduates of ILE to determine if the graduate definition was correct in capturing what they learned

from their experiences in ILE. Appendix O outlines the results of that survey; however, most respondents stated that the graduate definition was correct.

Standard 6, Conduct Faculty Development Programs for Improving Instructional Skills and Increasing Subject Matter Mastery. The team made three suggestions under this standard:

*Consider expanding the faculty development program to ensure it provides comprehensive guidance, identifies resources, assesses outcome, and maintains faculty currency.*

The CGSC **implemented** this suggestion. The College has a program in place to allow faculty to take sabbaticals for research and to then bring the efforts of that research back to the classroom. For example, Mr. Ted Shadid, Department of Joint, Interagency, and Multinational Operations (DJIMO), lead a group of faculty members from other departments to Harvard University to learn about case study methodology. They then brought that information back to the College and shared it with the rest of the faculty. Chapter 6 details more information on faculty development.

*Improve the Phase 2 workshops so they better prepare the faculty.*

The CGSC **implemented** this suggestion. The Intermediate Level Education (ILE) workshops provide a foundation for all faculty teaching ILE. Based on reviews of the workshops by faculty, the Faculty and Staff Development (FSD) Division has revised the workshops to be more relevant. In addition, the CGSS departments have revised their FDP2 "train-ups" to incorporate changes in the curriculum.

*Consider revising assessment procedures so faculty members and their supervisors may view the students' assessment of the individual instructors' effectiveness in the classroom at the disaggregate level.*

The CGSC **partially implemented** this suggestion. The Deputy Commandant's intent for a faculty feedback and development system was as a professional development tool. The faculty see their individual results for professional development. The supervisors see the aggregate results for departmental improvement.

### **Addressing Resident Course Learning Areas Suggestions**

Learning Area 5, Information Operations, Command and Control, and Battlespace Awareness. The team had two suggestions under this learning area:

*Build opportunities in C200 and C300 curriculum to convey, reinforce, and integrate the information instrument of power and IO themes more effectively.*

The CGSC **implemented** this suggestion. The PIC revealed areas where to improve IO capabilities and the curriculum developers updated the curriculum accordingly, particularly in lessons C207, C209, C304G, C307, and C308. Chapter 3 contains detailed information on the curriculum update to include IO capabilities.

*Integrate IO themes during the core curriculum's EOCCE (End of Core Course Exercise) exercise to reinforce their significance in the contemporary operational environment.*

The CGSC **initially implemented** this suggestion. The DLDC worked with resident curriculum developers to ensure more IO went into the EOCCE. Chapter 3 provides more information. Since the PAJE visit, however, the EOCCE was eliminated as a separate exercise block. Instead, exercises are built into the different blocks in the Common Core. Appendix H contains the Common Core blocks and the lessons.

Appendix B contains all the resident course PAJE suggestions and the status of implementation.

#### **Strengths and Limitations of the Resident Course**

Strengths. The 10-month ILE consisting of the Common Core and the Advanced Operations and Warfighting Course (AOWC) continues to be one of the best courses the Army has to offer its Soldiers. The CGSC through the Command and General Staff School (CGSS) strives to ensure this course continues to improve. Using the Accountable Instructional System (AIS), the CGSS departments evaluate the program annually, usually at the conclusion of a block of instruction. Based on their evaluation, the course authors and curriculum developers update the curriculum accordingly. As a result, the curriculum remains current and relevant.

Limitations. Because the Army is at war, there has been a temptation to add to the curriculum in an attempt to better prepare graduates for not only their next ten years of service but also for their next assignments. This phenomenon is a constant source of friction and senior leaders have closely monitored and managed this issue. Likewise, CGSC has properly modified the curriculum to address the contemporary operating environment (COE). However, the requirement remains to prepare officers for full spectrum operations. Again, senior leaders carefully manage the curriculum to ensure it remains balanced.

## **Satellite Campus Course**

The Department of the Army directed that all active component officers and increased numbers of reserve component officers have the opportunity to attend the ILE Common Core in a resident setting. The second phase of ILE is attendance of the appropriate functional area and career field credentialing course. Branch officers attend the ILE Common Core at Fort Leavenworth and remain there for their credentialing course, the Advanced Operations and Warfighting Course. Functional area officers attend the Common Core at one of the satellite campuses. Due to operational requirements, some branch officers have been unable to attend the ten month course at Fort Leavenworth. The Department of the Army recently approved a pilot course for 2007 and 2008, in which approximately 40 branch officers will attend the Core Curriculum at one of the satellite campuses with their functional area counterparts and then complete their credentialing course by advanced distributed learning. Seven branch officers began the satellite campus program at Fort Gordon in October 2007 and will begin ADL AOWC in February 2008. If the program is approved for full implementation, several hundred branch officers may participate in this blended learning program each year.

Permanent faculty are assigned to each satellite campus and are augmented by resident faculty as required. While teaching at satellite campuses, resident faculty members are not counted in the student-to-faculty ratio.

### **PAJE Visit**

During the PAJE visit in March 2005, the team met with the satellite campus program manager and faculty who taught at a satellite to discuss the strengths and limitations of the satellite campus ILE Common Core.

### **Partially-Met Satellite Campus Course Ratings**

Four standards and one learning area received "yellow" or "partially met" ratings, while the other standards and learning areas earned "green" or "met" ratings. The standards and learning area that received partially met ratings follow.

- *Standard 1, Develop Joint Awareness, Perspective, and Attitudes*
- *Standard 4, Assess Program Effectiveness*
- *Standard 6, Conduct Faculty Development Programs for Improving Instructional Skills and Increasing Subject Matter Mastery*
- *Standard 7, Provide Institutional Resources to Support the Educational Process*

- Learning Area 5, *Information Operations, Command and Control, and Battlespace Awareness*

### **Addressing Satellite Campus Course Standards Suggestions**

Standard 1, Develop Joint Awareness, Perspective, and Attitudes.  
The team made three suggestions under this standard:

*Consider writing a mission statement for the satellite campus program that emphasizes jointness.*

The CGSC **considered but did not implement** this suggestion. The Satellite Campus program operates under the CGSS mission statement that emphasizes jointness.

*Continue to match satellite campus course length to the resident course while developing a tool to measure joint learning outcomes at all satellite campuses in order to achieve comparable joint attitudes and outcomes.*

The CGSC **implemented** this suggestion. The course length for the ILE Common Core is the same as the resident course. In addition, the Quality Assurance Office (QAO) conducts surveys through Blackboard to gain data on satellite campus student perspectives on their learning experience. Appendix Q contains information on the results of these surveys.

*Recommend measuring joint learning outcomes at all satellite campuses in order to determine a joint perspective across locations.*

The CGSC **implemented** this suggestion. The Quality Assurance Office (QAO) conducts surveys through Blackboard to gain data on satellite campus student perspectives on their learning experience. So, in effect, joint learning outcomes at SCs are measured in the same manner as the resident course. Appendix Q contains information on these surveys.

Standard 4—Assess Program Effectiveness. The team made three suggestions under this standard:

*Develop an assessment plan to measure the degree of joint acculturation is achieved at each of the individual satellite campuses.*

The CGSC's action on this suggestion is **in progress**. The CGSS and CGSC QAO continue to refine the assessment process.

*Develop a program to collect and incorporate graduate and supervisor input into the program effectiveness assessment process.*

The CGSC's action on this suggestion is **in progress**. Graduate surveys were done in June 2006. The CGSC and CGSC QAO are developing surveys for commanders in the field, asking if their recent (within 6 months) graduates can perform to standard. These are still being staffed.

*Provide adequate QA staff to support satellite campus assessment.*

The CGSC has **sufficient** QA staff to support the satellite campus program. The CGSC made the decision to internally fund any QA positions the US Army Training and Doctrine Command (TRADOC) cut.

Standard 6—Conduct Faculty Development Programs for Improving Instructional Skills and Increasing Subject Matter Mastery. The team made two suggestions under this standard:

*Consider adapting the faculty development program to support faculty permanently assigned to the satellite campuses.*

The CGSC **implemented** this suggestion. All satellite campus faculty must attend Faculty Development Phase 1 (FDP1) and the ILE Workshops (FDP2) prior to teaching. When possible, satellite campus faculty attend FDP2 at the resident school, usually in conjunction with FDP1. Alternatives to taking FDP2 at Fort Leavenworth include "train-the-trainer" methodology, in which selected satellite campus faculty take FDP2 in Kansas and then train counterparts at satellite locations, and FDP2 conducted at satellite campuses by course authors from Fort Leavenworth. As a last resort, satellite campus faculty can take FDP2 through video teleconference connection with Fort Leavenworth. Digital video recordings of resident FDP2 sessions are available and accessible by satellite campus faculty via online Blackboard Academic Suite to support FDP2 training. Chapter 6 explains in more detail the CGSC faculty development program.

*Consider expanding the faculty development program to ensure it provides comprehensive guidance, identifies resources, assesses outcomes, and maintains faculty currency.*

The CGSC **implemented** this suggestion. Satellite campus faculty attend or have access to all faculty development programs, except for Faculty Development Phase (FDP) 3, the Course Authors Course. Faculty at satellite campus sites do not develop curriculum, although they do have input to the curriculum update via the Accountable Instructional System. The CGSC uses Adobe Connect (formerly known as Breeze) to ensure all faculty are able to view the FDP sessions and posts those sessions on

Blackboard. Chapter 8 gives more information on Adobe Connect and Blackboard.

Standard 7—Provide Institutional Resources to Support the Educational Process. The team made five suggestions under this standard:

*Consider increasing the interaction between CARL staff and the satellite campuses to provide library orientation sessions and access to required library resources.*

The CGSC **implemented** this suggestion. CARL has issued library cards to all satellite campus faculty, along with an informational brochure describing how to use the account number to access resources and giving contact information. SC faculty contact the library through email, phone, and the Ask a Librarian webform. Interaction could be further improved by sending a librarian to each SC to provide an orientation for both faculty and students.

*Consider developing a model resource standard for satellite campuses. Continue developing MOA with host sites to ensure resource requirements are consistently met.*

This suggestion is **under consideration** by CGSC. Satellite campuses are well-resourced. Consideration is being given to establishing formal MOAs with host sites. All resource requirements for operating satellite campuses are not documented in authorization documents.

*Consider developing a standard methodology to clearly explain MTSS policies and requirements for each of the satellite campus host sites to facilitate the students' TDY and learning experience.*

The CGSS **implemented** this suggestion. On the CGSS Web home page is information about MTSS for each satellite campus.

*Continue the development of a process to resolve resource concerns identified in AARs.*

The CGSC's action on this suggestion is **in progress**. Again, satellite campuses are well-resourced. Processes for resolving concerns as a result of the AAR process have not been finalized.

*Continue to pursue "steady state" satellite campus program funding to ensure the ILE core at the permanent host sites is fully supported.*

The CGSC **implemented** this suggestion with assistance from the Department of the Army G3/5/7.

## **Addressing Satellite Campus Course Learning Areas Suggestions**

Learning Area 5–Information Operations, Command and Control, and Battlespace Awareness. The team made two suggestions under this learning area:

*Build opportunities in both C200 and C300 curriculum to convey, reinforce, and integrate the information instrument of power and IO themes more effectively.*

The CGSC **implemented** this suggestion. The PIC revealed areas where to improve IO capabilities and the curriculum developers updated the curriculum accordingly, particularly lessons C207, C209, C304G, C307, and C308. Chapter 3 contains detailed information on the curriculum update to include IO capabilities.

*Integrate IO themes during the core curriculum's EOCCE (End of Core Course Exercise) exercise to reinforce their significance in the contemporary operational environment.*

The CGSC **initially implemented** this suggestion. DLDC worked with resident curriculum developers to ensure more IO went into the EOCCE. Chapter 3 provides more information. Since the PAJE visit, however, the EOCCE was eliminated as a separate exercise block. Instead, exercises are built into the different blocks in the Common Core. Appendix H contains the Common Core blocks and the lessons.

Appendix C contains all the Satellite Campus PAJE suggestions and the status of implementation.

### **Strengths and Limitations of the Satellite Campus (SC) Course**

Strength. The main strength of the SC program is that it is another method to complete the ILE Common Core for Officers who might otherwise not be able to attend the course in residence. The faculty is also another strength. Students continue to say that their instructors are the best part of their experience at an SC site. The faculty is dedicated, professional, and committed to providing the best instruction to their students.

Limitation. A limitation of the SC program is the absence of Sister Service officers in the student body. Although there is a lack of an OPMEP requirement for Sister Service participation at satellite campuses, Sister Service officers contribute significantly to joint learning. CGSC continues to work toward the goal of some Sister Service student participation at satellite campuses. Similarly, there is no OPMEP requirement for Sister Service faculty members at satellite campuses. While there are a few satellite campus faculty members who are officers retired from the Sister Services, they may not possess

contemporary backgrounds and experience necessary to present fully the capabilities and operational strategies of the Sea and Air Services. Therefore, the primary means of joint support to SCs is site visits in person by Sister Service instructors from the Fort Leavenworth faculty. When Sister Service instructors are unavailable to travel, joint support to the SCs is through Adobe Connect online conferencing or video teleconferencing.

### **Program Assessment**

One standard rated as "partially met" in both courses was Standard 4, *Assess Program Effectiveness*. With the publishing of the CGSC Master Evaluation Plan, assessment of each CGSC program is planned out and each program manager knows when his or her program will undergo an evaluation. Upon completion of the evaluation, the Quality Assurance Office (QAO) evaluator writes a report containing the results of surveys, detailed analysis, and conclusions. The QAO posts the report on their Web site, which is available to all staff and faculty.

Program managers use the results of the program evaluation for improvement.

### **Reserve School and Advanced Distributed Learning (ADL) Non-Resident Courses**

The 2007 Self-Study for the Reserve School and Advanced Distributed Learning (ADL) Courses contained detailed information on CGSC's non-resident JPME Phase I program. However, since the publishing of that Self-Study, changes have occurred. The main change is the inclusion of the former School of Advanced distributed Learning as a department under the Command and General Staff School. Known as the Department of Distance Education (DDE), this department which is responsible for the non-resident program is now part of a synergistic approach to ensure that the non-resident program is more aligned with the resident program. As was discussed in the 2007 Self-Study, the re-organization of CGSS to include the DDE is of primary importance to this synergy. As part of CGSS, DDE has become more involved with the resident faculty and curriculum developers who in turn have become more involved with the non-resident courses. Although CGSS has more work to do in this area, already great strides have been made to ensure that both the resident and non-resident programs are fairly equal. Appendix D provides more information on the changes to the non-resident program since the publishing of the Non-Resident Self-Study in September 2007.

### **Conclusion**

The resident and non-resident JPME Phase I programs are of primary importance to CGSC. The ILE is the largest course CGSC has among all its schools.

The CGSS is committed to ensuring that students are educated for the next ten years of their careers. Moving into a new facility, the Lewis and Clark Center, is a testament to that commitment. The Army has invested resources to ensure that ILE is a successful program for all who attend.

The accompanying Self-Study provides a candid view of CGSC and its educational mission. Change is constant, but CGSC works to lessen the impact that change has on the faculty, staff, and students. The College's mission statement is its mantra for providing the best education possible to all who come here.

## **CHAPTER 1**

### **INSTITUTIONAL PURPOSE**

#### **US Army Command and General Staff College**

##### **Core Documents**

The US Army Command and General Staff College (CGSC) published its "Core Documents" in 2005. These documents contain CGSC's mission, vision, strategic priorities, campaign plan, philosophy, and principles.

##### **Mission**

The US Army Command and General Staff College (CGSC) educates and develops leaders for full-spectrum joint, interagency, and multinational operations and advances the art and science of the profession of arms in support of Army operational requirements.

##### **Vision**

The CGSC is and will always strive to be an educational center of excellence. We must remain a renowned academic leader in the study of leadership, the conduct of joint and combined land warfare, and the application of Joint, Interagency, and Multinational organizations to synchronize all elements of power to achieve national objectives. We will continue to support field commanders with well-trained and well-educated leaders, in-depth research in the professional body of knowledge, and reach-back capability in support of on-going operations. We will maintain our world-class dedication to learning and to advancing the professional body of knowledge.

##### **Strategic Priorities**

Our mission statement conveys our essential tasks and the vision expresses our ideal of the future. We adjust our mission statement to accommodate continuous and deliberate analysis of guidance, (National, Department of Defense, Army, Training and Doctrine Command, and Combined Arms Center), the complexities of the contemporary operating environment, and the challenges faced by a Transforming Army at War. Our strategic priorities help guide the evolution of our institution and the adaptation of our programs in pursuit of excellence:

- Educate and train students to ensure that successful graduates can lead teams and solve complex problems throughout the spectrum of operations

- Develop, publish, and subscribe to the professional body of knowledge
- Recruit, develop, and retain world-class faculty
- Support the Army at War and advance the profession of arms

### **Campaign Plan**

The campaign plan is the vehicle for leading and communicating change. It establishes operational objectives and end-states along the College's four lines of operation:

- **Students:** Students who possess a warrior ethos and warfighting focus enabling them to competently and confidently lead Army, Joint, Interagency, and Multinational teams throughout the full spectrum of operations.
- **Faculty:** World-class military and civilian faculty supported by a faculty development program to maintain professional military and educational competency.
- **Curriculum:** Adaptive Web-based curriculum founded on fundamental threads embedded in a multi-disciplinary approach to train for certainty and educate for uncertainty.
- **Infrastructure:** Fully resourced infrastructure to support the Army, the faculty, the students, and the curriculum.

### **Philosophy**

The College's philosophy is founded on the principles of the American profession of arms. The common defense and welfare of the United States demands professional military officers who are educated and trained to the highest standards of excellence.

The philosophy is the distillation of the College's collective set of values and principles that motivate our students and faculty to achieve our institutional purpose and desired effects. Our philosophy explains who we are and what we stand for.

We value—

- **Sharing Our Story with the Nation:** Under the oversight of the Combined Arms Center (CAC) Strategic Communications Program (STRATCOM), this program provides

CGSC students with the opportunity to engage the Nation—specifically the Leavenworth and surrounding area—and tell their stories through media engagements and community activities. Appendix A further discusses the Sharing Our Story with the Nation program.

- **Warrior Ethos:** *I will always place mission first. I will never accept defeat. I will never quit. I will never leave a fallen comrade.*
- **Army Values:** Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage.
- **How to Think versus What to Think:** “The need to teach Soldiers and leaders *how to think* rather than *what to think* has never been clearer. To defeat adaptive enemies, we must out-think them in order to out-fight them” (“Serving a Nation at War: A Campaign Quality Army with Joint and Expeditionary Capabilities,” *Parameters*, Summer 2004, page 18).
- **Agile and adaptive leaders who are self-aware and committed to lifelong learning and professional development:** The complex security environment requires leaders who are self-aware and committed to lifelong learning and professional development. Leader development and education must produce pragmatic theorists who use innovation, critical reasoning, relevant experience, and professional judgment to solve ambiguous complex problems that our graduates will face as staff officers and commanders. Our students and faculty must be self-motivated for active participation in our diverse, broad, and ever-changing professional body of knowledge. Ultimately they contribute to the body of knowledge through research and publication in referred professional journals.

### **Principles**

The following principles guide our actions as we fulfill our mission and maintain our vision:

- A learning organization committed to currency and relevancy and the contribution of knowledge
- Empowered professional faculty
- Socratic and adult learning methods
- Training for certainty and educating for uncertainty with a multi-disciplinary curriculum

- Creating a learning environment that supports understanding of Joint Interdependence and the implications of the Strategic, Operational, and Tactical levels of war

### **Description of CGSC Graduates**

Graduates of CGSC possess a warrior ethos and a warfighting focus that enable them to lead competently and confidently on Army, Joint, Interagency, and Multinational teams and throughout the spectrum of operations. These are graduates who—

- Are prepared to assume warfighting duties immediately upon graduation.
- Possess the competencies and supporting skills and knowledge that enable them to perform duties effectively and help teams achieve organizational objectives.
- Are attuned to the complexities of the operating environment and consider the impact of culture on military operations.
- Take a disciplined approach to meeting organizational and strategic-level leadership challenges.
- Are critical and creative thinkers who can adapt and thrive in ambiguous and ever-changing environments.
- Are self-aware and motivated to continue learning and improving throughout their careers.

The complete text of the Core Documents is available on the CGSC Web site at <http://cgsc.leavenworth.army.mil/>.

### **Intermediate Level Education (ILE)**

To achieve the vision of a transformed Army, a top priority is transformation of how to educate and train leaders. The ILE consists of two components: the Common Core and the Qualification Course. The CGSC is the proponent for development and delivery of the Common Core curriculum to all senior captains and majors. Proponency for the qualification courses resides with the individual proponents; the Combined Arms Center (CAC) is the proponent for branch officers (replaces Operations Career Field). The CGSC is the proponent for the qualification course for branch officers, known as the Advanced Operations and Warfighting Course (AOWC).

The ILE provides the Army with an adaptive, self-aware, field-grade leader of character and competence who shapes the

joint operational environment overcoming the friction and fog of war. The leader meets the challenges and threats by exploiting opportunities through leveraging and applying Army resources and all available systems resulting in an over match of combat and non-combat multipliers. The result is command and staff capable officers who will lead a force to fight and win in the full-spectrum operational environment from brigade to echelons above corps (EAC).

### **Mission of the Command and General Staff School**

The Command and General Staff School (CGSS) has five distinct parts to its mission:

- Educates senior captains and field grade officers attending the Intermediate Level Education (ILE) Common Core, with a purpose of preparing all students with a warrior ethos and warfighting focus for leadership positions in Army, joint, interagency, and multinational organizations executing full-spectrum operations.
- Educates and trains branch officers attending their qualification course—the Advanced Operations and Warfighting Course (AOWC)—with the purpose of developing branch officers with a warfighting focus for battalion and brigade command. These officers will be capable of conducting full-scale operations in joint, interagency, and multinational environments.
- Educates officers so they have the requisite competencies to serve successfully as division through echelon-above-corps staff officers.
- Provides administrative support to all US and international students enrolled in the resident and non-resident ILE courses, coordinates extracurricular activities and projects of the resident classes, and administers the Security Assistance Training Program.
- Supervises the CGSC Sharing Our Story with the Nation program, a media and 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 (see Appendix A for more information on this program).

### **Command and General Staff School Responsibilities**

In addition to its mission, CGSS has several responsibilities within its purview:

- Provides command and control, student administration, and course scheduling support.
- Manages in-processing, registration, out-processing, and preparatory training.
- Recruits civilian faculty, trains and maintains quality staff and faculty, and promotes teaching excellence.
- Reviews, assesses, and improves curriculum to maintain relevance (i.e., cultural awareness, GWOT, OIF, OEF).
- Prepares students for the future by providing an accredited military education level (MEL) 4, Joint Professional Military Education (JPME) Phase I, and branch officer education with an emphasis at the operational and tactical levels of war.
- Plans, coordinates, and executes the DoD Informational Program for International Military Students.
- Plans, coordinates, and executes satellite campus operations.
- Manages the non-resident Satellite Campus program, the Reserve School Course, and Advanced Distributed Learning (ADL) Course.
- Manages the Intermediate Level Education (ILE) Statement of Work.
- Provides access to a master's degree program within the constraints established by Congress and law.

#### **Intermediate Level Education (ILE) Common Core Graduates**

ILE Common Core graduates are leaders who—

- ✓ Are service experts within their current experience.
- ✓ Understand warfighting in today's environment across the full spectrum of operations, prepared to assume responsibility across it all.
- ✓ Are proficient and confident enough to solve complex problems in all lanes through study, critical reasoning, and thinking versus templating.
- ✓ Are able to balance and synchronize planning and operations for today and for the future using available reach-back systems.

- ✓ Participated in rigorous exercises and assessments that provide them with a level of confidence in their skills, knowledge, and competencies.

This definition of ILE graduates applies to resident and non-resident students.

#### **PAJE Suggestions for Improvement of ILE**

In 2005, the PAJE team visited CGSC to accredit the ILE Common Core for the resident and satellite campus programs. The CGSC took an in-depth review of each PAJE suggestion and either implemented or asked for assistance from higher headquarters to implement each suggestion. Appendices B and C contain all PAJE suggestions from the resident and satellite campus programs, respectively, and the steps taken to implement or plan to implement each one.

## CHAPTER 2

### ORGANIZATION

The US Army Command and General Staff College (CGSC) provides educational and training programs for mid-career and senior officers. Although its mission focuses on the intellectual preparation of US Army officers primarily, CGSC plays an important role in the intermediate-level professional military education (PME) of selected officers from Sister Services and other countries.

#### CGSC Chain of Command

The CGSC receives guidance from a variety of sources: The Department of Defense, the Department of the Army, the US Army Training and Doctrine Command, and the Combined Arms Center. The below chart depicts this relationship.

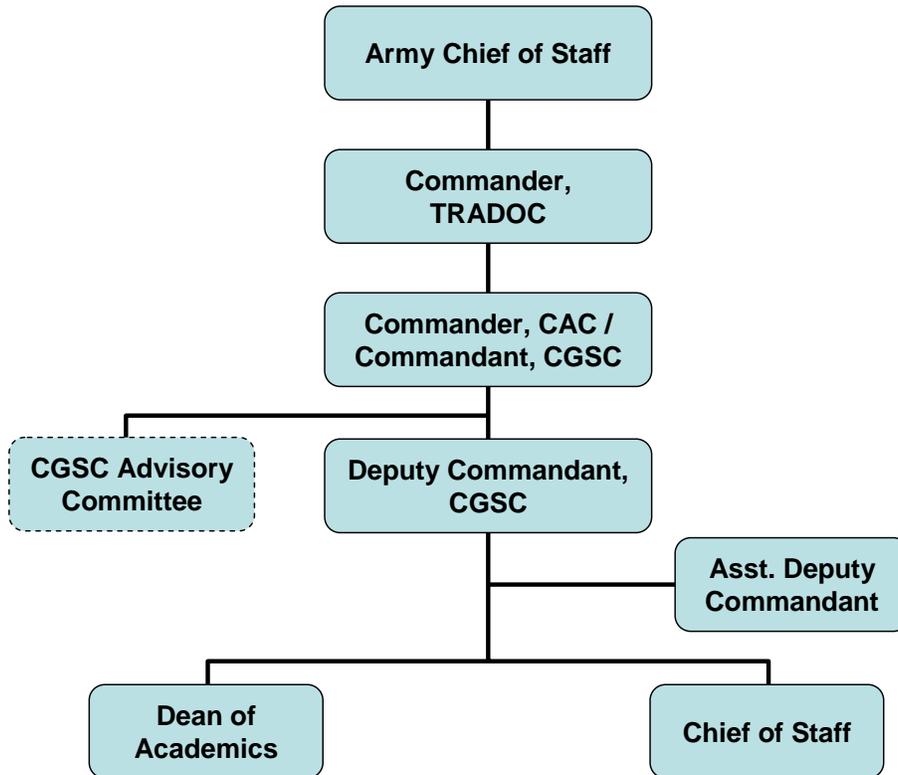


Figure 2-1. CGSC Chain of Command

With this guidance the CGSC Deputy Commandant manages the professional education of US Army, Sister Service, and International Officers and Department of the Army and Interagency civilians. Assisting him with this responsibility are the Dean of Academics, who is charged with executing overall academic, administrative, and curriculum support to CGSC, and the Chief of

Staff, who is responsible for the policies, personnel, plans, operations, and budget requirements for the College.

### **CGSC Organizational Changes**

In the summer of 2006, CGSC welcomed a new Deputy Commandant, BG Mark O'Neill, and a new Dean of Academics, Dr. W. Chris King. A top priority for the new Dean was to look at the governance of CGSC, review its effectiveness, and recommend changes.

In March 2007, the CAC Commander and CGSC Commandant, LTG David Petraeus, left Fort Leavenworth to become the commander of forces in Iraq. BG O'Neill became the acting CAC commander until LTG William B. Caldwell, IV arrived to assume the duties in July 2007. In BG O'Neill's absence from CGSC, COL Keith Cooper, the Assistant Deputy Commandant, assumed many of the responsibilities as Deputy Commandant until BG O'Neill returned to CGSC full-time. Upon BG O'Neill's return, COL Cooper retired and COL Thomas Weafer, the former director of the Command and General Staff School (CGSS), became the Assistant Deputy Commandant. COL William Raymond, the former director of the Center of Army Tactics (CTAC), became the CGSS director.

On 25 June 2007, the Deputy Commandant approved a re-organization proposal for CGSC. Under this new organization, all academic departments fall under the auspices of the Dean of Academics. The School of Advanced distributed Learning (SAdL) ceased being a separate school to becoming a department under the CGSS. In addition, SAdL's name changed to the Department of Distance Education (DDE). The move was particularly noteworthy for DDE, because it became a part of the school responsible for developing the curriculum used for the non-resident Reserve School (formerly "M") and Advanced Distributed Learning (ADL) (formerly "S") Courses.

### **CGSC Organization**

To accomplish its mission, CGSC is comprised of four separate schools and the necessary support organizations:

- **Command and General Staff School (CGSS)** develops curriculum for the Intermediate Level Education (ILE) Common Core and the Advanced Operations and Warfighting Course (AOWC). The CGSS through its five teaching departments teaches the Common Core and AOWC in the resident course. In addition, CGSS manages the satellite campus program and augments resident faculty to the satellite campuses when required. The CGSS also manages the non-resident Reserve School and Advanced Distributed Learning (ADL) Courses through the DDE. The resident and

non-resident programs use the same ILE Common Core and AOWC curricula.

- **School of Advanced Military Studies (SAMS)** teaches the Advanced Military Studies Program (AMSP) for majors (who are graduates of an intermediate level college) and lieutenant colonels and the Advanced Operational Art and Studies Fellowship (AOASF) for senior lieutenant colonels and colonels.
- **School for Command Preparation (SCP)** is responsible for conducting Pre-Command Courses for battalion and brigade commanders and their spouses and for new general officers and their spouses.
- **Army Management Staff College (AMSC)** is responsible for teaching civilian leader development courses in the Civilian Education System (CES). In addition, AMSC teaches three command programs focusing primarily on installation command.

The below chart depicts the CGSC organization.

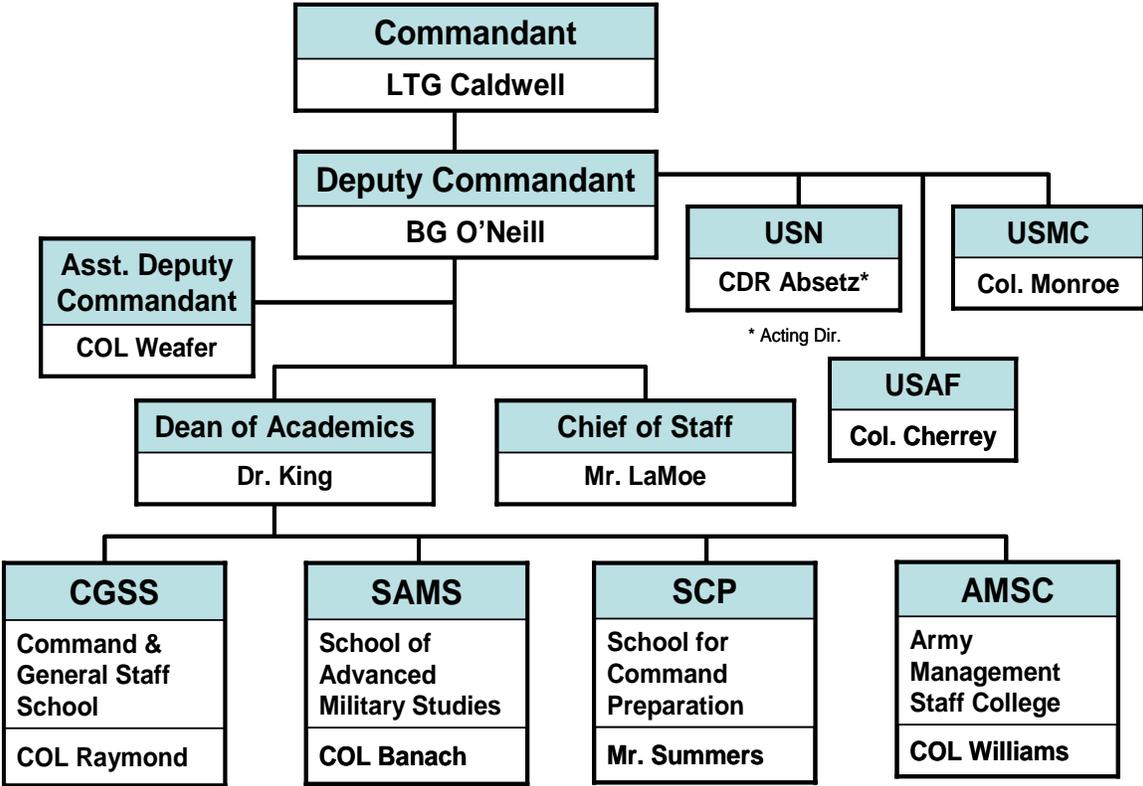


Figure 2-2. CGSC Organization Chart

## CGSC Academic Organization

The CGSC Academic organization, headed by the Dean of Academics, supports the College mission by--

- ✓ Being responsible for all academic programs including faculty and curriculum.
- ✓ Supporting College programs according to priorities.
- ✓ Leading key College committees and working groups to ensure effective and efficient planning and execution of critical college academic functions.
- ✓ Providing professional forums that support collaboration among schools, the Combined Arms Center, and outside agencies to ensure that the College achieves all possible synergies to achieve educational excellence in academic programs.

The below chart depicts the CGSC Academic organization.

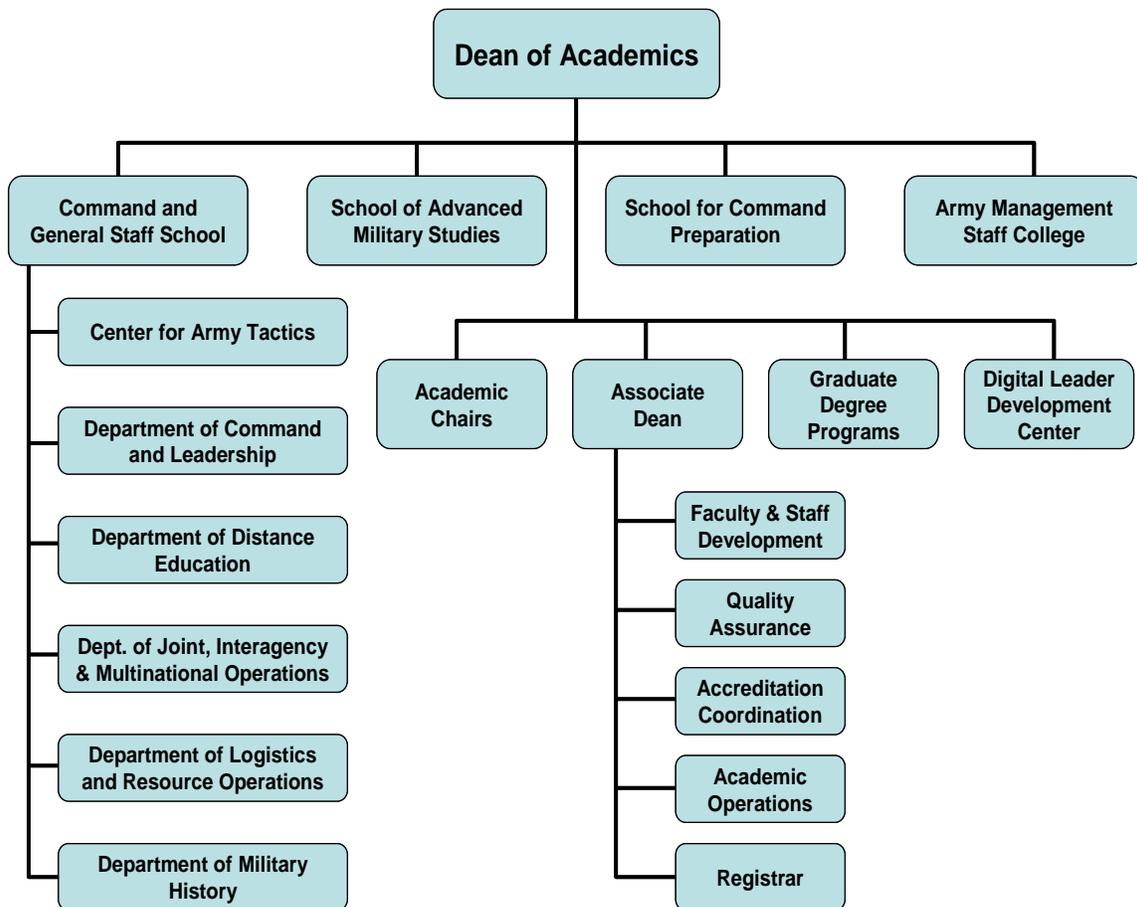


Figure 2-3. CGSC Academic Organization Chart

## Academic Governance

Based on the discussion of the organization, academic governance at CGSC has become clearer over the years. Based on guidance from higher headquarters, the Commandant of CGSC gives guidance on what he believes the curriculum should contain and passes that guidance to the Deputy Commandant, Assistant Deputy Commandant, Dean of Academics, and the School Directors. That guidance then shifts to the responsible organization for further discussion and implementation. During this process, the faculty become part of that discussion since they ultimately are the ones to implement the guidance concerning the curriculum. The Dean, being responsible for the curriculum, has a role in this discussion. Using the Accountable Instructional System (AIS) (discussed in Chapter 4), the faculty implement the guidance or modify it based on constraints. The chart below depicts CGSC's academic governance.

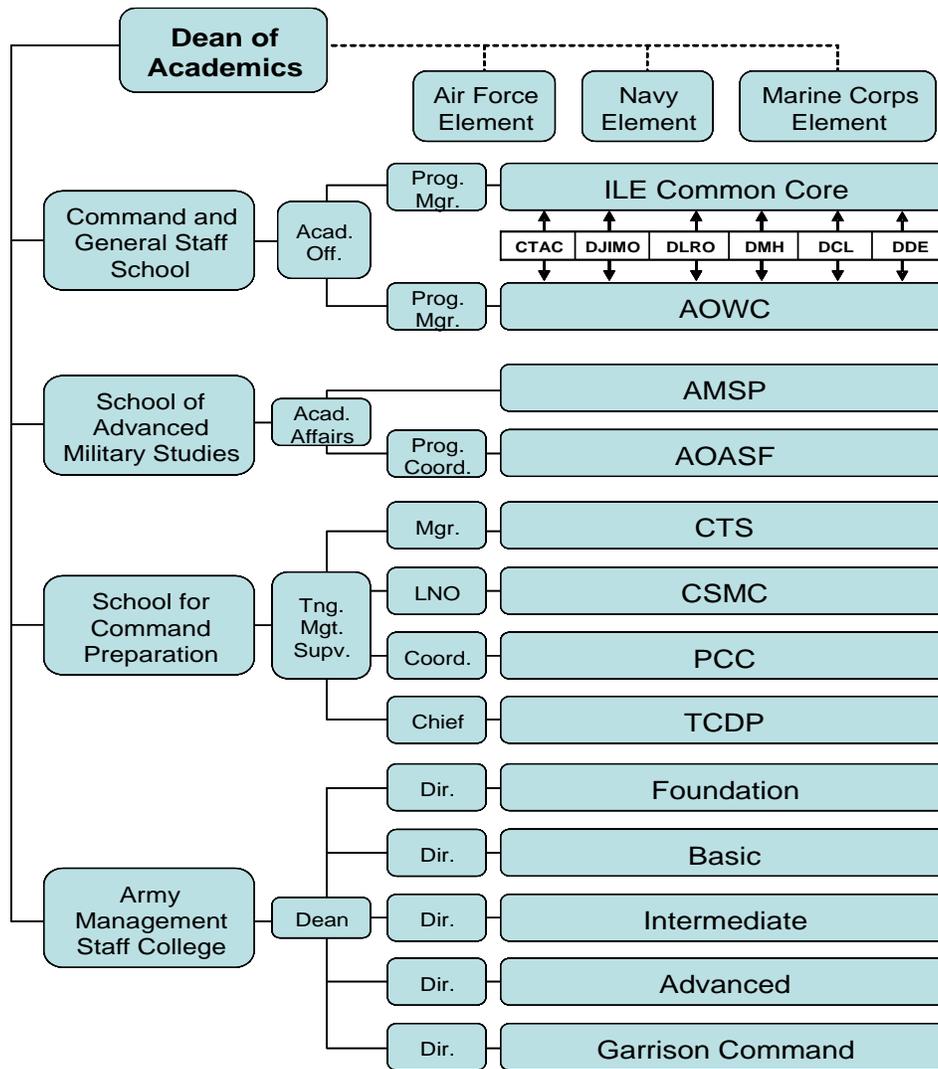


Figure 2-4. CGSC Academic Governance

### Functional Committees

The Dean of Academics has functional committees that are responsible for managing the academic integrity of CGSC. These committees include the following:

Committee	Responsible Organization
Accreditation	Accreditation Coordination Division
Teaching	Faculty and Staff Development
Curriculum	Curriculum Division
Graduate Council	Graduate Degree Program
Exercise	Digital Leader Development Center
Research	Graduate Degree Program

Figure 2-5. Dean of Academics Functional Committees

Each committee consists of a chair—usually the chief of the responsible organization—and members from the schools, departments, and organizations of CGSC. Committees meet regularly depending on their mission and standing operating procedures.

### CGSS Organization

With the re-organization of CGSC on 25 June 2007, CGSS underwent many changes. The CGSS Director became directly responsible to the CGSC Dean of Academics. The CGSS correctly changed the name of its Dean of Academics position to that of Academic Officer. In addition, two program coordinators – one for Common Core and one for AOWC – were created. The CGSS gained the former SAdL as a new department – Distance Education – ensuring that all departments responsible for ILE are under CGSS. All departments, with the exception of DDE, develop curriculum for the electives portion of ILE.

Six departments compose CGSS. These departments are as follows:

- ✓ Center for Army Tactics (CTAC)
- ✓ Department of Command and Leadership (DCL)
- ✓ Department of Distance Education (DDE)
- ✓ Department of Joint, Interagency, and Multinational Operations (DJIMO)
- ✓ Department of Logistics and Resource Operations (DLRO)
- ✓ Department of Military History (DMH)

The below chart depicts the CGSS organization.

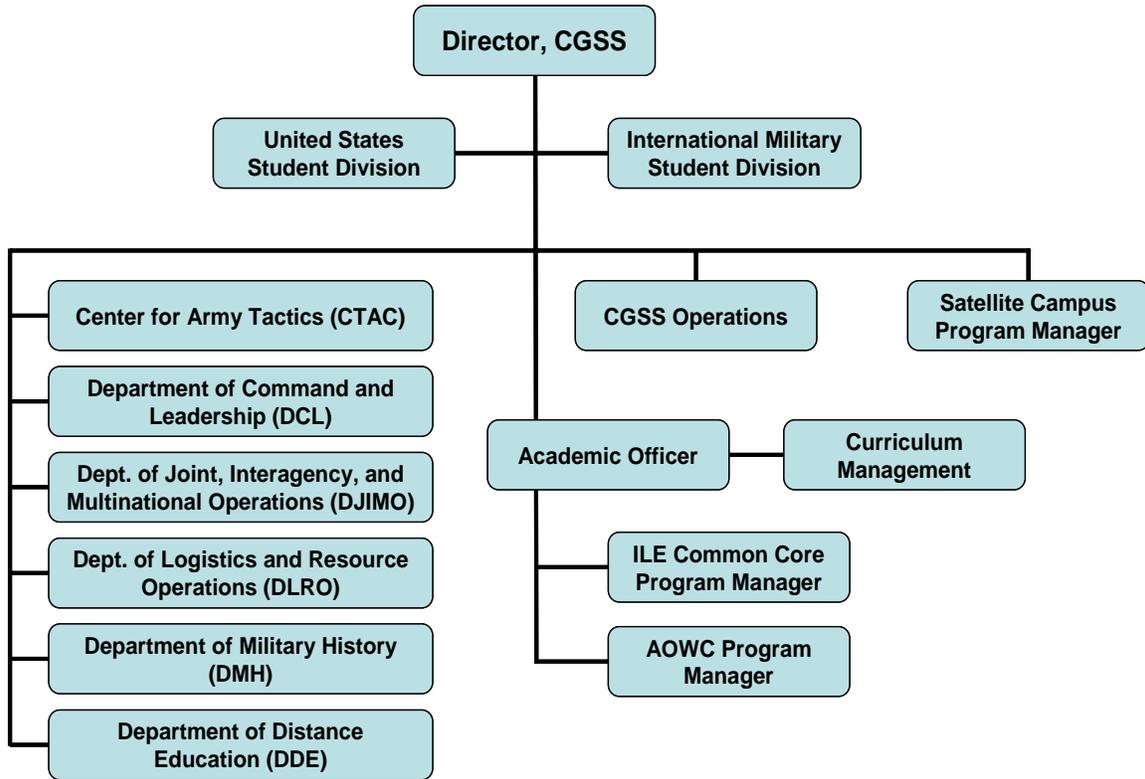


Figure 2-6. CGSS Organization Chart

**Center for Army Tactics (CTAC).** The CTAC provides a program of instruction throughout the Army that grows leaders to plan, execute, and command in full spectrum and combined arms operations for a campaign-quality Army with joint and expeditionary capabilities. The CTAC is responsible for the curriculum development of C400, *Tactical Studies*, of the ILE Common Core. In addition, CTAC develops the curriculum for two blocks in AOWC: W200, *Warfighting at the Division Level*, and W300, *Brigade Combat Team*.

**Department of Command and Leadership (DCL).** The DCL educates and develops ILE officers in the ever-demanding art and science of organizational-level leadership, and develops resident and non-resident curriculum to challenge and educate officers in the numerous and demanding aspects of organizational-level leadership. DCL develops curriculum for two blocks in the ILE Common Core: C100, *Foundations*, and L100, *Forging Success in Uncertain Times*. In AOWC, DCL develops the curriculum for L200, *Leadership*. The DCL offers a full range of elective offerings supporting and enhancing L100 and L200 instruction at the Fort Leavenworth campus, and provides leadership and administration within the College for language and media instruction.

**Department of Distance Education (DDE).** The DDE manages programs that develop leaders prepared to execute full-spectrum joint, interagency, and multinational operations through non-traditional means. The DDE manages, distributes, and administers The Army School System (TASS) Reserve School Course (formerly known as the "M" Course) and the Advanced Distributed Learning (ADL) Course (formerly known as the "S" Course). More information on the effect of incorporating DDE as part of CGSS is contained in Appendix D.

**Department of Joint, Interagency, and Multinational Operations (DJIMO).** The DJIMO develops curriculum designed to educate officers in the planning and execution of joint, multinational, and interagency operations during peace, conflict, and war, with emphasis at the operational level of war. The DJIMO is responsible for C200, *Strategic Studies*, and C300, *Operational Studies* in the ILE Common Core. In AOWC, DJIMO is responsible for W100, *C/JFLCC Operations*. Unique to DJIMO are the two specialty tracks for which they have responsibility: Joint Advanced Warfighting Studies and Special Operations Forces.

**Department of Logistics and Resource Operations (DLRO).** The DLRO educates, trains, and develops officers in the art and science of resource management, management science, force management, and acquisition support for military operations across the full spectrum of operations. The DLRO develops the curriculum for F100, *Force Management*, in the ILE Common Core.

**Department of Military History (DMH).** The DMH educates ILE students in critical thinking skills and equips them with historical perspectives that make them better prepared to achieve the nation's objectives in war and peace. The DMH develops the curriculum for H100, *Rise of the Western Way of War*, in the ILE Common Core. In AOWC, DMH develops the curriculum for H200, *Military Innovation in the Interwar Period*, and H300, *The Roots of the Contemporary Operational Environment (COE)*.

#### **DIGITAL LEADER DEVELOPMENT CENTER (DLDC)**

The DLDC supports CGSC and CGSS by serving as the focal point for Army Battle Command Systems (ABCS) and Joint Command and Control Systems integration, performance-oriented simulations, and conduct of exercises throughout CGSC. The DLDC supports TRADOC's Institutional Digital Education Plan (IDEP) and the Army Digital Training Strategy (ADTS) to integrate ABCS into institutional courses and programs. The DLDC also provides support to Satellite Campus sites with Web-based products. The DLDC is organized into six divisions: Army Battle Command System (ABCS) Integration, Simulations, Network, Exercise, Operations, and Joint Command and Control (C2) Integration.

The below chart depicts the DLDC organization.

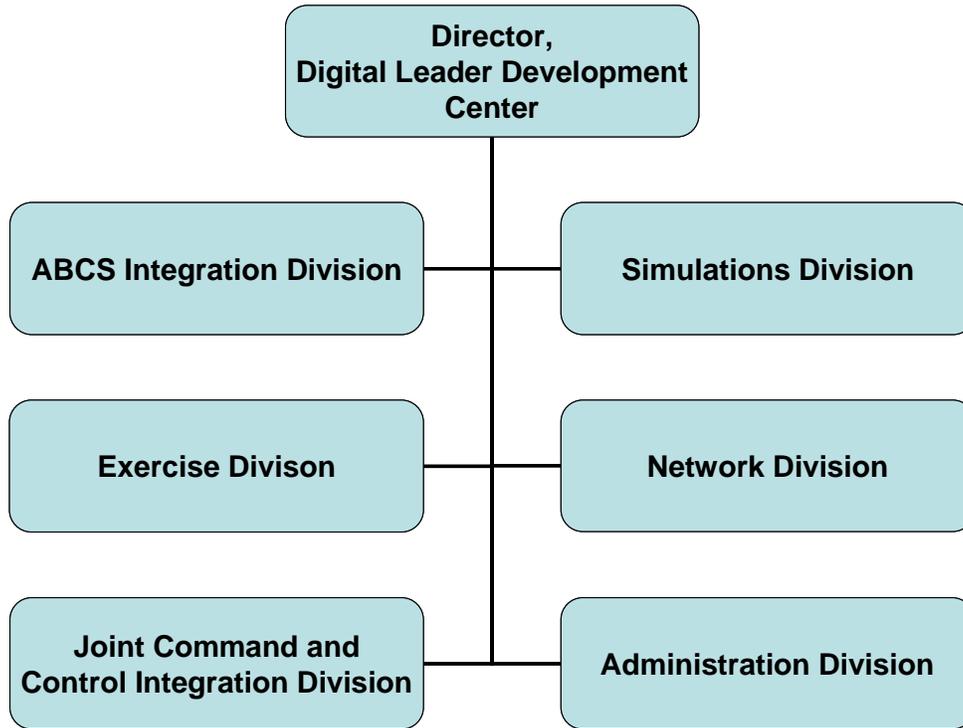


Figure 2-7. DLDC Organization Chart

The **ABCS Integration Division** is responsible for educating and training officers in the fundamentals of the current suite of Army digital systems and their integration during practical exercises to support Battle Command learning objectives. Students in the various schools receive instruction on current battle command systems with emphasis on the Maneuver Control System and the Command Post of the Future. In addition, instruction via student electives is conducted on Force XXI Battle Command Brigade and Below (FBCB2), All Source Analysis System (ASAS), Advanced Field Artillery Tactical Data System (AFATDS), Air-Missile Defense Workstation (AMDWS), the Battle Command Sustainment Support System (BCS3), the Joint Automated Deep Operations Coordination System (JADOCS), and the Special Operations Mission Planning Environment-Ground (SOMPE-G). This division is also the focal point for developing, reviewing, and recommending improvements to ABCS curriculum development throughout TRADOC.

In educating leaders about ABCS, DLDC instructors discuss the following:

- Enhanced combat power.
- Situational understanding.

- Warfighting and computers.
- System components.
- Connectivity and databases.
- Information flow.

The **Simulations Division** is responsible for creating an execution-centric learning environment through the use of constructive and virtual simulations, enabling students to learn correct implementation of the principles of war, currently approved doctrine; and tactics, techniques, and procedures designed to gain success during military operations. This division constantly evaluates and develops new and existing commercial and government-sponsored simulations for use in the classroom. They currently provide the faculty and students with a mix of commercial and government programs including Decisive Action, Military Simulations (MILSIM), Joint Deployment Logistic Model (JDLM), Strategic Economics Needs Simulation Exercise (SENSE), and the Battle Command Staff Trainer (BCST).

The **Network Division** is responsible for daily DLDC network operations including the monitoring and maintenance of the Battle Command Network used throughout the CGSC campus. This division ensures Army battle command systems are available in specialty classrooms as well as in all student classrooms. The robust network supports tactical collaboration with SharePoint services and the full suite of tactical battle command software. The division also supports over 1200 networked devices and maintains a user support desk for faculty and student assistance requests.

The **Exercise Division** is the primary coordinator for the support and execution of CGSS execution-focused exercises and ensures that students are able to meet these learning objectives:

- Execute full-spectrum complex operations from low to mid and high intensity in a simulation exercise.
- Develop leaders who can apply the military decision-making process (MDMP) in an emerging digital environment.
- Develop leaders as division, corps, echelons above corps, and joint staff officers.
- Illustrate Army and joint perspectives and employment.
- Apply operational and tactical warfighting skills during execution of a plan.

The **Operations Division** is responsible for daily DLDC operations including facilities, personnel, and resources. Additionally, the division is focused on strategic planning and short-term coordination with the college staff and external agencies. This division's responsibilities include the following:

- Investigation of tactical collaborative tools in use in the field today for integration throughout CGSC. Tools currently being integrated include the following:
  - Combined Information Data Network Exchange (CIDNE)
  - Conflict Modeling, Planning, and Outcome Experimentation (COMPOEX)
  - Adobe Connect
- Security management (Physical and Information)
- Schedule and resource management
- Monitoring of training requirements
- Logistics
- Budgeting
- Information Assurance
- Contract management and oversight

The **Joint C2 Integration Division** is responsible for Global Command and Control System-Joint (GCCS-J) and Global Command and Control System-Army (GCCS-A) instruction and exercise integration in CGSC. Instruction provided includes an initial overview of GCCS-A for all US students attending ILE and an in-depth elective on GCCS with its embedded applications that supports the 3H skill identifier (joint planner) training provided by DJIMO. This division also provides general support to the rest of the College and installation through its available facilities. The Joint C2 facility is located on the third floor of the Combined Arms Research Library (CARL) and is able to provide secure SIPRNET e-mail, voice, video teleconferencing, and global information access using any one of 69 workstations.

### **Strengths and Limitations of DLDC**

#### **Strengths:**

1. The DLDC's overall strength is its ability to leverage existing resources to meet new requirements (flexibility). This is a function of highly talented individuals all working together

as a team and being totally committed to the success of the organization.

2. The major strength of the ABCS Integration Division is the quality of the instructors who have become subject matter experts in their areas and continue to develop instruction on new systems and applications to integrate into the curriculum. Most primary instructors have taught their systems for over a year, have been through training at the Central Technical Support Facility at Fort Hood, Texas, and have had military experience in the areas being taught. Additionally, the Command Post of the Future instructors routinely rotate into the current operational theaters as on-site support to the warfighter. They are responsive to implementing new requirements and updating lesson plans to reflect both hardware and software changes.

3. The Simulations Division's primary strength is providing assistance to the College with integrating simulations into its curriculum for almost any desired learning outcome. The Simulations Division's expertise in the simulations currently used in the College enables it to consistently deliver on-time and on-target support to over 1,000 students and staff during numerous classroom simulation events and several major exercises.

4. The Exercise Division's support to the CGSC exercise program is outstanding. They provide the coordination that enables the essential opportunity for students to practice their craft in a "no threat" environment. This means students can try untested solutions and be creative and innovative in dealing with the problem sets. This is an engine for change in the force.

**Limitations:**

1. The greatest concern for DLDC is the continuing limitation of authorized personnel resulting in little depth and continuity of information. The DLDC will always experience a turnover rate in contractors in all areas because of the demand and competition for technical skills. The hiring of additional government employees and modifications to current contracts, to make this organization more competitive with other contracts in the Fort Leavenworth area, are ongoing.

2. Instruction on ABCS digital systems is neither mandatory nor fully integrated into the current curriculum of the College. This has resulted in unpredictable student attendance of the classes offered. Consequently, students heading for new assignments following graduation are not as prepared to exploit the capabilities of the battle command systems they will invariably be called on to use.

3. There is an identified need for a single digital simulation that provides two-way connectivity with current Command, Control,

Communications, Computers, and Intelligence (C4I) functionality from battalion through joint theater-level operations, yet requires low operating overhead. Such a single simulation would meet many current Army Digital Training Strategy (ADTS) goals and ensure maximum student benefit from learning objectives.

### Chief of Staff Organization

The Chief of Staff and subordinate CGSC Staff elements are crucial to ensuring that the college achieves its mission. The Chief of Staff responsibilities are extremely diverse; they range from Facility Maintenance to the Combined Arms Research Library and Educational Technology. This organization is best understood as a comprehensive support apparatus for the four constituent schools that comprise the Command and General Staff College.

The below chart depicts the Chief of Staff organization.

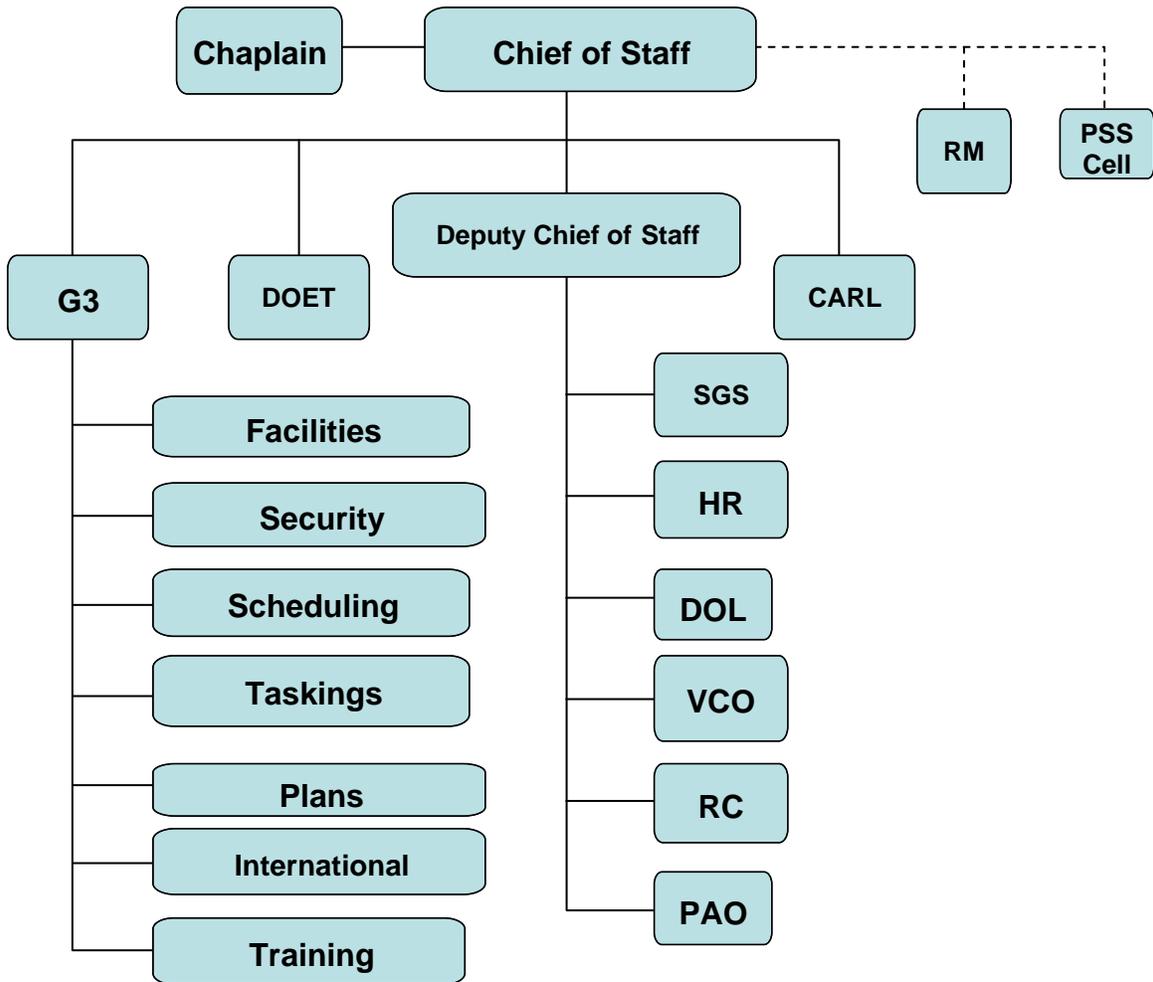


Figure 2-8. Chief of Staff Organization Chart

The **Deputy Chief of Staff (DCOS)** is the primary assistant to the Chief of Staff. The DCOS coordinates and integrates the efforts of the CGSC staff and provides direct oversight of the depicted staff sections.

The **Secretary of the General Staff (SGS)** facilitates communication between the College staff and the faculty of four schools, seventeen directorates, and three sister service elements. In addition, the SGS monitors, distributes, and coordinates all command group hard-copy and electronic correspondence, ensuring accuracy and timeliness. The SGS assists the DCOS with personnel manning issues, electronic evaluations, awards, and personnel actions as well as tracking College-internal tasks, ensuring they are completed in accordance with the Deputy Commandant's intent.

The **Human Resource (HR)** Management and Program Analyst is responsible for providing accurate and cohesive management data to enable leaders to make informed decisions regarding all personnel actions. This office maintains the college integrated personnel data base and works closely with CAC G1/DCSR on manpower/budget issues.

The **Visitor Coordination Office (VCO)** is responsible for ensuring each visitor and visit is coordinated, planned, and executed to standard. The VCO advises the Deputy Commandant on protocol procedures and works directly with Combined Arms Center Executive Services to develop visits to the college and Fort Leavenworth. The VCO also coordinates and executes all College-level ceremonies to include ILE Graduation Ceremony, International Hall of Fame Ceremony, Flag Ceremony, and International Badge Ceremony.

The **Reserve Component office (RC)** advises the College leadership on all issues, policies, and concerns pertaining to officer intermediate level professional education as it affects the ARNG and USAR. The Directors serve as senior mentors to their respective component officers while in attendance at ILE and as points of contact to RC officers in the field. They coordinate with the School of Advanced Military Studies (SAMS), the School for Command Preparation (SCP), and the Department of Distance Learning (DDE) to ensure qualified RC officers attend their courses and that these schools address RC issues and design programs to accommodate the needs of RC officers. In addition, the RC Directors serve as special staff officers in the CGSC staff and perform essential duties for the College which include, teaching, advising, compiling and submitting reports, and providing input to command briefings.

The **Public Affairs Office (PAO)** is responsible for fulfilling the command's obligation to keep the American people and the Army informed. At CGSC, the public affairs officer uses

outreach events, media engagements, and internal information products to increase the public's awareness of the College as the "intellectual center of the Army."

The **Directorate of Educational Technology (DOET)** is responsible for acquisition, integration, maintenance and training on the robust IT infrastructure of the CGSC. The directorate is organized in three divisions.

*Information Management Division (IMD).* This division is responsible for installation, operation and maintenance of infrastructure information systems. The IMD manages the installation of new IT equipment and auditorium audio-visual systems. The IMD monitors the operation of IT components located throughout CGSC to proactively fix problems. Systems include CGSC television used to provide live TV and recorded events; network file servers; network print servers; video teleconference endpoints and conferencing systems; IT and AV systems in auditoriums, conference rooms and classrooms; and the IMD operates a consolidated user support desk providing support to CACNET, BCNET and LLC systems.

*Instructional Systems Division.* The division is responsible for operation of the CGSC Lifelong Learning Center (LLC). LLC systems include the Microsoft SharePoint system to provide information sharing capability across CGSC. The Blackboard Learning System delivers curriculum to all CGSC students including resident students, students attending CGSC at satellite campuses, students attending CGSC through the TASS system, and students taking the internet based online course. The division also maintains the Adobe Connect server, which provides synchronous collaboration capability.

*Internet Services Division.* This division is responsible for creating and modifying CGSC Web-based information systems. These systems include the public and private CGSC www pages, surveying system, classroom scheduling system, resident and nonresident student management systems as well as several smaller custom built www applications.

The **CGSC Operations section (G3)** is responsible for the daily, short-term, and long range operations and functions of the College. This includes coordination and liaison between the staff, directorates, and subordinate entities of CGSC, and Fort Leavenworth Garrison entities, CAC HQs, Major Subordinate Organizations (MSOs) within CAC, TRADOC, and DA. CGSC Operations section is responsible for the following:

- Management of campus facilities to include maintenance, classroom set-up, renovation programs, and new construction

- Security program - Physical Security, access control, law enforcement, and OPSEC oversight
- Scheduling
- Calendar management to include Long Range Planning Calendar
- International exchanges
- Management of mandatory training requirements
- Tasking management - external tasking and Individual Augmentees
- Events coordination, planning, and execution

The **Combined Arms Research Library (CARL)** is responsible for providing library materials and information services to the Command and General Staff College in support of courses and research. It also serves other TRADOC installations as well as military scholars and researchers throughout the United States and overseas. As the post's general library, it provides support for information needs, personal development, and recreation to all members of the Fort Leavenworth community.

The **Chaplain** provides direct religious support to over 500 faculty and staff members and 1300 students as part of a program of spiritual readiness and response for field grade officers attending the Command and General Staff College. The chaplain is responsible for planning, coordinating, managing and integrating the religious activities and serves as SME to the Chief of Staff and resource integration to faculty and staff group leaders throughout the college.

The CGSC **Resource Management Office (RMO)** serves as the primary coordinating element between CGSC and the CAC G8 for all financial management issues. The RMO oversees execution of appropriated funds and provides timely information and recommendations to the college staff and directorates. Other responsibilities include management of non-appropriated funds, assistance with contract administration, and support in the areas of manpower and civilian personnel.

The **Personnel Service Support Cell (PSS Cell)** is an extension of the CAC G1 Personnel Administration Division located at CGSC. The PSS Cell is responsible for the daily personnel administrative support to the Military Faculty, Staff, and Students assigned to the College.

#### **Sister Service Elements**

The three non-Army elements assigned to CGSC are intricately involved in developing curriculum and providing instruction of the ILE Common Core and AOWC. In addition, curriculum developers from the elements assist the School of

Advanced Military Studies (SAMS) and the School for Command Preparation (SCP) in covering their service's perspectives in other courses. They engage in this when they are not teaching or developing curriculum for CGSS. These dedicated professionals also serve as mentors to CGSS students and faculty. They add a great deal to CGSC both as instructors and curriculum developers and as representatives of the College. The three elements are directed by either a colonel or a Navy captain. All bring a wealth of experience to CGSC to share with students and faculty.

**The Air Force Element (AFELM).** The AFELM provides instruction emphasizing the employment of air and space forces in support of national military strategies and objectives. Special emphasis is given to the roles, missions, capabilities, and limitations of those air and space forces. Air Force instruction is integrated into worldwide joint and combined warfare scenarios in support of the warfighting Combatant Commander's theater campaigns. The AFELM develops curriculum for one lesson in the ILE Common Core: C301A, *US Air Force Roles, Functions, Capabilities and Limitations*. In AOWC, AFELM develops curriculum for W131, *Joint Forces Air Component Command (JFACC)*; W202, *Close Air Support Integration and Execution*; W203, *Air Enablers*; and, W311, *Air Support to the BCT*. The AFELM offers four electives to students in ILE.

**The Marine Corps Element (MCELM).** The MCELM provides instruction, expertise, curriculum development, and administrative support to enable CGSC to develop leaders prepared to execute full-spectrum joint, interagency, and multinational operations; advance the profession of military art and science; and support operational requirements. The MCELM provides curriculum for one lesson in the ILE Common Core: C301D, *US Marine Corps Roles, Functions, Capabilities, and Limitations*. In addition, the MCELM has two electives in AOWC.

**The Navy Element (NAVELM).** The NAVELM substantively contributes to CGSC's joint resident education by ensuring ILE curriculum reflects joint strategy and doctrine and includes current Navy operational thinking; offering joint and international students education in US Naval strategy and operational capabilities and limitations; acculturating host, international, and sister service officers to Naval perspectives, customs, and traditions; and maximizing opportunities for professional education, qualification, and career development for Navy students. The NAVELM develops curriculum for one lesson in the ILE Common Core: C301E, *US Navy and US Coast Guard Roles, Functions, Capabilities, and Limitations*. In addition, the NAVELM develops the curriculum for and offers four electives to students in ILE.

## **JPME within the CGSC Organization**

The CGSC supports its JPME Phase I program in CGSS and at the College level with the Dean of Academics and the Chief of Staff organizations. The CGSS is responsible for developing the curriculum used by the resident and non-resident JPME Phase I programs. These programs include the resident 10-month course, the ILE Common Core taught at the Satellite Campuses, The Army School System (TASS) Reserve School Course, and the Advanced Distributed Learning (ADL) Course. Responsibility for execution of the resident and Satellite Campus programs lies with the five teaching departments in CGSS, while management and oversight of the Reserve School and Advanced Distributed Learning (ADL) Courses is a responsibility of the Department of Distance Education (DDE) in CGSS.

Responsibility within the Dean of Academics organization for coordinating the Self-Study and the Process for Accreditation of Joint Education (PAJE) visits lies with the Dean of Academics through its Accreditation Coordination Division (ACD). In addition, ACD provides oversight and guidance on Joint regulations, especially the Officer Professional Military Education Policy (OPMEP), and develops cross-walks comparing JPME Phase I learning objectives with ILE Common Core course material to ensure adequate JPME coverage within the ILE curriculum.

### **Strengths and Limitations of CGSC Organization**

**Strengths.** The addition of a civilian Dean of Academics has provided one strong area of continuity for the College. The Dean is the senior person on the academic side of the College who has the historical and educational background to ensure CGSC does not lose sight of its academic purpose. The Dean, coupled with the civilian Chief of Staff, helps to reduce the turbulence of military leadership turnover. Giving the Dean the responsibility for curriculum and faculty provides College governance that is effective. Further, all schools, departments, and organizations have civilian deputies to lessen the turmoil of military turnover and provide a source of continuity and historical knowledge. The movement of SAdL (DDE) under CGSS decreases the likelihood of two separate ILE Common Core curricula; collaboration of all CGSS curriculum developers ensures the non-resident curriculum is derived from and closely parallels its resident counterpart. The academic governance of the College aligns all schools by courses; the addition of two program coordinators (one for the Common Core and one for AOWC) in CGSS ensures better curriculum integration.

**Limitations.** The Army has a backlog of students needing the ILE Core and their qualification course. Consequently, the Department of the Army tasked CGSC to recommend a fourth satellite campus site that would meet the needs of reducing the backlog. In addition, the student body should increase in the

foreseeable future to its original intended class size of 1792. With that increase and additional satellite campus sites is the requirement to resource the College with manpower, support services, and equipment. In 2006, CGSC held its first second start of ILE in February; that event had its own challenges. Appendix E contains further information about the February start and its new methodology of delivering education.

## CHAPTER 3

### ACADEMIC PROGRAMS AND CURRICULA

#### CGSC Schools and Academic Programs

The Command and General Staff College (CGSC) has four schools. The major academic programs at each school are as follows:

- ✓ Command and General Staff School (CGSS): This school is responsible for administering Intermediate Level Education (ILE), which includes the Common Core and the Advanced Operations and Warfighting Course (AOWC) and electives in residence. The CGSS also is responsible for administering the ILE Common Core at the satellite campus sites. The CGSS provides oversight and management of the non-resident ILE programs for The Total Army School System (TASS) Reserve School Course (formerly known as the "M" Course) and for the Advanced Distributed Learning (ADL) Course (formerly known as the "S" Course). The ILE Common Core contains the Joint Professional Military Education (JPME) Phase I learning areas and objectives.
- ✓ School of Advanced Military Studies (SAMS): The two courses in SAMS are the Advanced Military Studies Program (AMSP) and the Advanced Operational Arts Studies Fellowship (AOASF). These courses are for majors who have graduated from ILE and for senior lieutenant colonels and colonels, respectively. At this time, neither course is a JPME program.
- ✓ School for Command Preparation (SCP): The SCP prepares future leaders of the Army by offering the Pre-Command Course and the Tactical Commanders Development Course for new commanders. Neither course is a JPME program.
- ✓ Army Management Staff College (AMSC): Located at Fort Belvoir, Virginia, AMSC is the Army's premiere institution for civilian leader development. The AMSC is responsible for the Army's Civilian Education System (CES), as well as garrison pre-command programs. None of the courses offered by AMSC is a JPME program.

#### CGSC Masters Degree Program

The CGSC is accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) for its Masters in Military Art and Science (MMAS) program. The HLC's most recent visit took place in March 2006, after which NCA accredited CGSC for 10 more years, until 2016. The CGSC offers its students an

opportunity to earn an MMAS while attending ILE. This program is optional for ILE students; however, it is mandatory for students attending the Advanced Military Studies Program in the School of Advanced Military Studies. Appendix F discusses the MMAS program in more detail. Another option open to students is to earn a masters degree from an accredited institution such as Webster University, Kansas State University, or the University of Kansas.

### **Intermediate Level Education (ILE)**

As defined by the Department of the Army, Intermediate Level Education (ILE) consists of two components: a Common Core and a required qualification course. Because the Army branches and functional areas have a different qualification course, it is the ILE Common Core--the only instruction *common* amongst the career fields--that contains all the JPME Phase I learning areas and objectives required for Intermediate Level Colleges. But, because the Officer Professional Military Education Policy (OPMEP) states that JPME Phase I cannot be a "stand alone" course, Army majors must complete *both* the ILE Common Core and a qualification course to be considered "PME complete" and eligible to receive credit for Military Education Level (MEL) 4 and JPME Phase I.

The majority of majors in the US Army are branch officers (formerly Operations career field). The qualification course for branch officers is the AOWC, taught in residence at Fort Leavenworth following completion of the ILE Common Core. The AOWC is also taught in the Reserve School and in the Advanced Distributed Learning (ADL) Courses. Other proponents have developed their own qualification course, held at various locations in the United States. The CGSS is the proponent for both the ILE Common Core and AOWC.

In residence, ILE consists of the Common Core, the AOWC, and electives that constitute the 10-month course. The ILE is designed to develop leaders who will train and fight at the operational and tactical levels of war. This course prepares officers for duty as field grade commanders and staff officers, principally at division and corps levels. However, there are other methods, besides residence, of obtaining ILE:

- ✓ The ILE Common Core offered at Satellite Campus (SC) sites at Fort Belvoir, Virginia; Fort Gordon, Georgia; and Fort Lee, Virginia. This version of the non-resident course is managed by CGSS. With none of the AOWC blocks of instruction available at SC sites, the majority of SC students are officers who must complete a qualification course other than AOWC upon completion of the Common Core. In addition, because of operational requirements,

the Army may allow branch officers may attend an SC and then take AOWC on the Web to complete PME.

- ✓ The ILE Common Core taught by the TASS Leader Development Battalions in eight regions throughout the world. This version of the non-resident course is known as the Reserve School Course and is managed by CGSS' Department of Distance Education (DDE). In addition to the Common Core, one AOWC block of instruction (W300, Brigade Combat Team Operations) is available to students at the Reserve School locations.
- ✓ The ILE Common Core taught on the Web. This non-resident version is known as the Advanced Distributed Learning (ADL) Course, also managed by DDE. In addition to the Common Core, ADL Course students may complete all three primary blocks of instruction in AOWC (W100, *Operational Warfighting*; W200, *Division Organization, Doctrine, and Full Spectrum Operations*; and, W300, *Brigade Combat Team Operations*).
- ✓ Officers who attend other-than-Army schools may take the ILE Common Core ADL Course or the ILE Preparatory Course (P950), a two-week course grounded in Army doctrine. Based on the course the officer will attend determines which version he or she will take.

All versions of the ILE Common Core use the same terminal and enabling learning objectives; only the delivery method differs.

#### **ILE Resident Second Start Initiative**

In February 2006, CGSC undertook a new challenge of adding another iteration of ILE during the academic year. That class consisted of 280 students, who started in February and graduated in December. Although care was taken to ensure the February class was the same as the one that traditionally starts in August, some problems arose that were not anticipated until the class actually started. Student surveys revealed that students in the February class felt like they were "second-class citizens" and considered themselves students in the "forgotten class."

However, a positive experience did occur with the February class. As mandated by the previous deputy commandant, BG Volney Warner, CGSS initiated a pilot teaching concept. This concept involved 12 faculty organized as a teaching team. They taught the course differently than was done in previous classes. In addition, this teaching team was co-located together, rather than each faculty member located in his respective department. Based on lessons learned, many of the benefits of this teaching

methodology were incorporated into the traditional teaching teams.

Appendix E contains information on this pilot program, including survey results.

For the February 2007 class, CGSC used the lessons learned from the first class to alleviate many of the problems students and faculty experienced. Student surveys revealed that the problems they encountered were similar to those encountered by the August class. Their issues were no different.

### **ILE Common Core at a Satellite Campus**

The Satellite Campus program was fully implemented in Academic Year (AY) 2005-06. Non-branch officers attend the Common Core at one of the three SC sites. Board-selected Reserve Component and special branch officers also attend SC sites with the non-branch officers. Those Reserve Component and special branch officers not attending the resident course or an SC receive their ILE Common Core through The Army School System (TASS) Reserve School Course or by taking the ADL Course. Upon completion of the ILE Common Core, officers attend their qualification course and upon completion of their qualification course are awarded MEL 4 and JPME Phase I. This parallels the resident course in that students are awarded MEL 4 and JPME Phase I upon graduation. CGSC Bulletin 24, *Satellite Campus Standing Operating Procedures*, 1 Feb 06, contains detailed information on the SC program.

### **ILE Common Core Course**

The ILE Common Core equips mid-grade military officers with a preliminary comprehension of the five intermediate-level college Joint Learning Areas. This comprehension prepares them for joint professional military education (JPME) Phase I qualification and Military Education Level (MEL) 4 upon completion of the Common Core and the qualification course for their specific branch or functional area.

The Common Core aims at moving junior majors and senior captains from a tactical-level perspective to an operational-level perspective so they can rejoin the field force as effective leaders. In the Common Core, officers undertake an investigation at the graduate level of the uses of military power and conflict among groups. From the start, the Common Core introduces the concepts and terminology for visualizing and describing outcomes and conduct of military operations at the operational level that field-grade officers are expected to know cold.

The Common Core provides students with a broad-based education. The ILE program was designed to develop adaptive,

self-aware, command-capable officers with advanced staff competencies. It emphasizes the development of competencies required for full-spectrum operations in the contemporary operational environment and is centered on warfighting. ILE field-grade student education is completely transformed and relies heavily on the experiential learning model for adult education, much like civilian graduate degree programs.

### **ILE Common Core Curriculum**

The ILE Common Core contains the following major blocks of instruction:

- C100, Foundations
- C200, Strategic Studies
- C300, Operational Studies
- C400, Army Operations
- F100, Changing the Army
- H100, Rise of the Western Way of War (History)
- L100, Leadership: Forging Success in Uncertain Times

A brief discussion of the blocks of instruction follows. The PAJE team will receive a CD containing a crosswalk of the JPME Phase I learning objectives to the ILE Common Core lesson plans and learning objectives, along with actual block advance sheets and lesson plans. At Appendix G is the JPME Phase I learning areas and objectives crosswalk with the ILE Common Core.

**C100, Foundations.** The foundations block sets the stage for the ILE Common Core. Students are immersed in understanding that ILE is a "how-to-think" course as opposed to a "what-to-think" course. They are introduced to the common scenario used throughout ILE, complete self-awareness instruments to gain insight into their learning and leadership styles, and follow the outline of how the course is aligned for the next 10 months of their educational experience. The SC students receive the same course, except they take only the Common Core, which is four months long.

**C200, Strategic Studies.** This block introduces students to the joint, interagency, and multinational environment and the doctrinal and theoretical concepts required to perceive, understand, and analyze strategic-level military problems and challenges.

**C300, Operational Studies.** The lessons in this block provide a basic familiarity with the capabilities and limitations of the forces and agencies that general staff officers use in designing operations and campaigns.

**C400, Army Operations.** This block concentrates on Army doctrine for generating and employing forces across the range of military operations in full-spectrum operations to accomplish tactical aims.

**F100, Changing the Army.** This block concentrates on how to orchestrate contemporary operations using the joint and Army warfighting functions at the operational and tactical levels of war.

**H100, Rise of the Western Way of War (History).** This block examines the interplay between war and Western society, the nature of revolutionary military change, and through that perspective, some insights into the challenges and opportunities the US military faces today. It includes the military theories of Clausewitz and Jomini.

**L100, Leadership: Forging Success in Uncertain Times.** This block focuses on challenging students to appreciate and, more importantly, to develop an organizational-level leadership perspective to effectively lead Army, Joint, Interagency, and Multinational organizations in full-spectrum operations. In addition, the block focuses on students' meeting the challenges of the contemporary operational environment.

Appendix H contains detailed information on each module and lesson in the ILE Common Core for academic year 07-08.

#### **Advanced Operations and Warfighting Course (AOWC)**

The field-grade qualification course for branch officers is AOWC conducted at Fort Leavenworth. The AOWC develops military professionals adept at making repetitive discretionary judgments and who are skilled in problem-solving under lethal, volatile, ambiguous, complicated, and uncertain circumstances within the spectrum of conflict in joint, interagency, and multinational operations. It prepares officers to serve on battle staffs of operational-level headquarters, to lead missions assigned to battalion and brigade-sized units, and to develop the professional skills and competencies they will require as senior field-grade leaders.

The AOWC emphasizes a warfighting focus through an integrated full-spectrum scenario with execution-centric focus; simulation performance-based execution; theory and doctrine of war; conduct of war in Army, Joint, and Multinational operations; command leadership and decision-making in battle; planning, synchronizing, and evaluating operations; battlefield functional areas and full-spectrum dominance; and Army Forces (ARFOR), JFLCC, division, and brigade exercises.

Because AOWC is part of Army PME for branch majors, included in Appendix I is a description of the modules and lessons comprising AOWC. All majors do not take AOWC, as discussed earlier; therefore, AOWC does not contain learning objectives as part of the JPME Phase I program. Those are contained in the ILE Common Core only.

The AOWC also contains two additional tracks opened to selected students. The Joint Advanced Warfighting Studies (JAWS) track is open to selected students; Appendix J contains information on the JAWS program. The other module is the Special Operation Forces (SOF) Studies track open to SOF students; at Appendix K is more information on the SOF program.

### **Curriculum Development**

The CGSC uses the Accountable Instructional System (AIS), discussed in more detail in Chapter 4, to develop and administer all courses within the College. Part of the AIS process includes a timely review, called a Post-Instructional Conference (PIC), of each block of instruction upon completion of that block, rather than on completion of the academic year. During the PIC, instructors and lesson and block authors discuss the strengths and limitations of the block of instruction and recommend changes to the curriculum. During the next phase of the process, the Course Design Review (CDR), lesson and block authors discuss the actual changes made to the curriculum.

Resident and non-resident students alike use the online Blackboard system to access the curriculum, regardless of the course venue. Students need an Army Knowledge Online (AKO) account in order to access the Blackboard system.

### **Digital Leader Development Center (DLDC) Support to ILE**

The DLDC maintains a number of digital training facilities for use by CGSC staff, faculty, and students. Unless reserved for specific use, they are available during normal class hours. The facilities available are the SOC/TIF, C2 Lab, Education Labs, and GCCS-J/GCCS-A Facility.

- Simulations Operations Center (SOC) and Testing/Integration Facility (TIF): the SOC and TIF, located in Eisenhower Hall, provide the ability to distribute simulations to create execution-centric learning environments within the classrooms. These environments allow the students to correctly implement the principles of war and currently approved doctrine, and tactics, techniques, and procedures designed to gain success during military operations. The Simulations Division is constantly evaluating and developing new and

existing commercial and government-sponsored simulations for use in the classroom. The current simulations used are a mix of commercial and government programs.

- **Command and Control Lab (C2 Lab):** The C2 Lab in Lewis and Clark is capable of replicating a digital division headquarters or two brigade tactical operating centers (TOCs) during exercises. It is also a fully functional video teleconferencing conference room.
- **Education Labs:** These labs are located in Eisenhower Hall and in Lewis and Clark. DLDC instructors conduct in-depth classes on Battlefield Automation Systems including the Advanced Field Artillery Tactical Data System (AFATDS), Air-Missile Defense Work Station (AMDWS), Force XXI Battle Command Brigade and Below (FBCB2), All Source Analysis System (ASAS), and Battle Command Sustainment Support System (BCS3) in these labs.
- **GCCS-J/GCCS-A Facility:** This facility is located on the third floor of CARL. It consists of classrooms, offices, and a training lab. The lab has a suite of 69 workstations and provides a training environment for military officers. It also provides access to TRADOC CAC personnel.

### **Joint Exercises**

The DLDC has conducted numerous joint exercises to give students a truly joint exercise experience. For example, DLDC and the Air Command and Staff College have collaborated to conduct a joint exercise between the two schools. For Academic Year (AY) 2006-2007, the exercise was held in March 2007. Its success was briefed at the Military Education Coordination Council (MECC) following the conclusion of the exercise. Consequently, the exercise will return in March 2008 for AY 2007-2008. The intent for the future is to expand the exercise with additional participation by both the Naval War College and the Marine Corps War College.

In addition to joint exercises with the Air Command and Staff College, GGSS and the United Kingdom Defence Academy have initiated annual exercises called EAGLE OWL. EAGLE OWL is a combined practical exercise conducted by up to 250 members of the UK Defence Academy and the CGSS class in session during at the time. Exercise objectives are to increase understanding of US and UK warfighting doctrine, formation planning and ethos in order to increase combat effectiveness while on combined and multinational operations. UK Students and supporting staff deploy using RAF Air Trooping (AT) flights to Fort Leavenworth

twice per year. Feedback from faculty and students of both institutions has been exceptionally positive.

Appendix L contains further information on joint exercises.

### **Joint Professional Military Education (JPME) Phase I**

As previously mentioned in this chapter, the ILE Common Core is the means through which CGSC delivers JPME Phase I instruction. In adhering to the OPMEP requirement that JPME Phase I not be a "stand-alone" course, CGSC has chosen to weave the required JPME Phase I learning objectives throughout the Common Core. This instructional strategy results in the added benefit of having each required JPME learning objective covered in multiple places throughout the Common Core, rather than one-time coverage in a single lesson. Using the resident AY 06-07 Common Core as example, a single JPME Phase I learning objective may be covered in--

- ✓ As many as 44 or as few as 2 different lesson plans; and,
- ✓ As many as 39 or as few as 3 different enabling learning objectives (ELOs).

To analyze and display the degree to which the ILE Common Core covers all required JPME Phase I learning objectives, CGSC uses crosswalks to depict the relationships between JPME learning objectives and the curriculum's lesson plans and the terminal learning objectives (TLOs). With the crosswalk as a starting point, CGSC evaluates the adequacy of JPME learning objective coverage during the various steps of the AIS process. At Appendix G is the JPME Phase 1 crosswalk of the JPME learning areas and objectives and the ILE Common Core.

### **ILE Electives**

Resident students complete their tailored education by selecting electives. The elective requirement is eight electives or 192 hours. Students must select at least one regionally-focused elective. Appendix M contains more information on the electives program.

### **Lesson Plans and JPME Support**

To ensure that the ILE Common Core covers all required JPME Phase I learning objectives, CGSS has structured its curriculum design in a manner that fully documents coverage of JPME Phase I learning objectives in each lesson plan. A sample ILE Common Core lesson plan that documents JPME Phase I learning objectives is at Appendix N.

## **Strengths and Limitations of Programs**

**Strengths:** The Department of the Army stipulated that all officers have a common educational experience. CGSC designed the ILE Common Core to fulfill that mandate. The greatest strength of the ILE program is the Common Core. For the first time in the history of the institution, all officers, regardless of component or functional area, receive the same common core. Prior to the implementation of ILE, students in the TASS course received approximately 60% of the resident Term I. The content of the S Course was often significantly different than that of the resident program. AOWC is a sound program of instruction and prepares branch officers for their next ten years of service. Delivery of AOWC by ADL is also a great strength of the course. This course is now available to active and reserve component officers who otherwise would not be able to attend their credentialing course. Finally, the electives program is an outstanding feature of the resident program. Students can choose from over 170 electives during two terms. Student and faculty feedback on the electives program is consistently positive.

**Limitations:** As discussed earlier, there is no requirement for sister service faculty members and students at the satellite campuses. Also, there are no international students in the satellite campus courses. The same is true of the TASS program. CGSC mitigates this situation as much as possible through a strong joint curriculum, faculty development, and sister service faculty support to the satellite campuses.

## CHAPTER 4

### ACADEMIC EVALUATION AND QUALITY CONTROL

#### CGSC Graduate Definition

As stated in Chapter 1, graduates of the US Army Command and General Staff College (CGSC) possess a warrior ethos and warfighting focus that enable them to lead competently and confidently on Army, Joint, Interagency, and Multinational teams and throughout the spectrum of operations. The CGSC was interested in learning whether or not this graduate definition was relevant and surveyed students, faculty, and graduates. The results of that survey are at Appendix O. The majority of those surveyed stated that the definition was correct. Consequently, CGSC is confident that the institution is providing the best intermediate level education possible to its students.

#### Assessment and Evaluation

In order to ensure that the College is teaching what its students need to know, the methodology for curriculum development is based on the Accountable Instructional System (AIS).

#### The Accountable Instructional System (AIS)

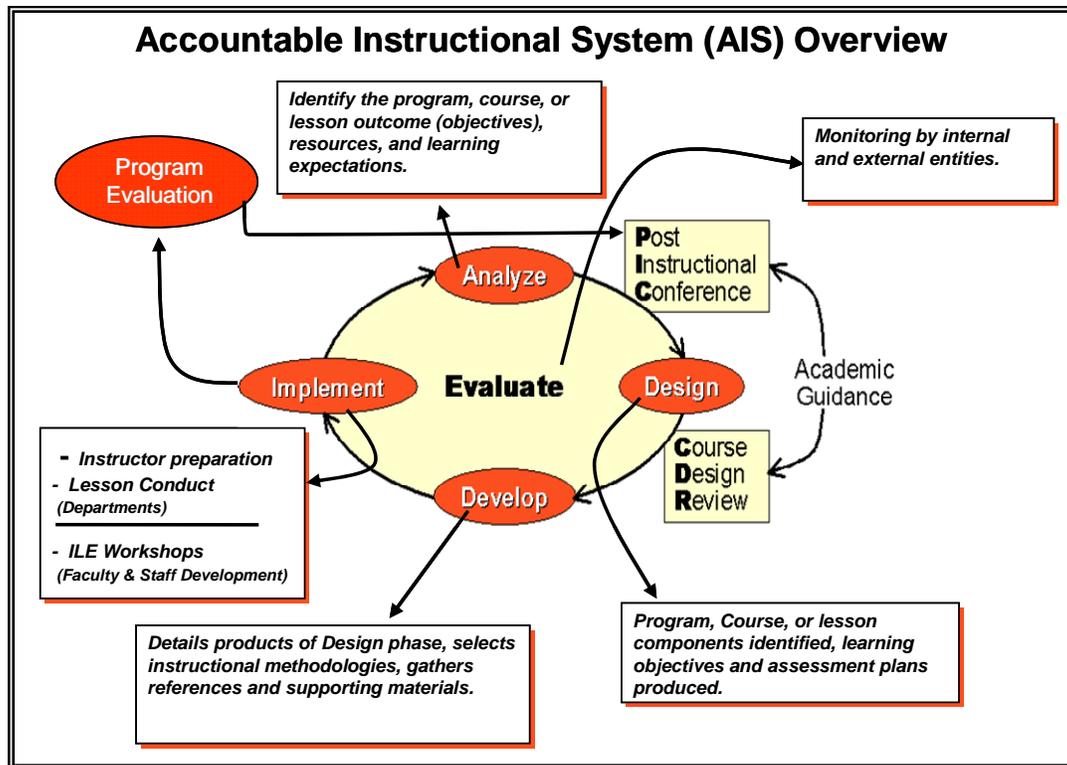


Figure 4-1. The Accountable Instructional System

The CGSC uses the AIS, depicted in the figure above, to assess student learning. Five phases comprise the AIS:

- Analysis
- Design
- Development
- Implementation
- Evaluation

Built into each course is a student assessment plan, which uses a variety of methods to assess student achievement, including--

- ✓ Graded assignments
- ✓ Written requirements
- ✓ Classroom participation
- ✓ Group assignments
- ✓ Exercise participation

The CGSC uses AIS methodology in the Intermediate-Level Education (ILE) Common Core and Advanced Operations and Warfighting Course (AOWC). As part of the AIS process, departments conduct a post-instructional conference (PIC) as a review of their respective curriculum. The purpose of the PIC is to present the results of the AIS evaluation and analysis phases of the particular curriculum, recommend any changes, and incorporate guidance from intra-departmental reviews. A PIC occurs after the conclusion of a block of instruction in the Common Core and AOWC. During the PIC, the course author evaluates the block and determines what, if any, changes should be made to the block for the following academic year. The author receives feedback from the Dean of Academics (DoA), the Command and General Staff School (CGSS) director, the teaching department directors, and other CGSC personnel involved in the course. After the conclusion of the PIC, a Course Design Review (CDR) is conducted with the Deputy Commandant to gain his guidance on how to implement the course during the next academic year. CGSC Bulletin 30, *CGSC Curriculum Development: The Accountable Instructional System (AIS)*, 1 July 2007, contains the detailed information on CGSC's curriculum development process.

The AIS process is the means by which the Common Core and AOWC maintain their currency and relevancy. The program evaluation comes from CGSS. The CGSC Quality Assurance Office (QAO) assists the CGSS in program evaluation of its resident, satellite campus, and non-resident courses and develops the Master Evaluation Plan (MEP), which outlines the necessary steps that schools and departments must take to conduct program evaluation.

Each program evaluation focuses on the program's needs analysis, evidence of student learning, use of the Faculty Feedback and Development process, and the procedures for using student assessment data to provide a picture of program-level outcomes.

The CGSC uses multiple means, both direct and indirect, to obtain information. Indirect tools include--

- Surveys
- Focus groups
- Classroom observations
- Site visits to Satellite campuses and The Army School System (TASS) Battalions
- Distribution of student grades

Direct measures include--

- Student writing and briefing requirements
- Examinations
- Student portfolios
- Individual development plans
- Student in-class performance

A comprehensive program evaluation combines the analyzed data from these direct and indirect tools with information obtained externally from graduates, their supervisors, and stakeholders.

### **Assessment vs. Evaluation**

Assessment and evaluation are often used synonymously. However, they are not the same. The higher education community generally uses "assessment" to cover the entire range, from measuring learning in the classroom to measuring the overall performance of programs and institutions.

Assessment is a strategy for understanding and improving student learning and educational quality for the purpose of developing individual students. Assessment of student learning is a participative, iterative process that--

- Provides information on student learning.
- Engages faculty and students in analyzing and using this information to confirm and improve instruction and learning.
- Produces evidence that students are learning the intended outcome.

- Guides and engages the institution in making broader educational and institutional improvement.

Assessment is not about amassing data. Rather, it analyzes the data to make a difference in student learning. The CGSC uses both direct and indirect measures to assess student learning. In assessing student learning, we ask five fundamental questions that come from the Higher Learning Commission Handbook of Accreditation, Third Edition:

1. Are our learning objectives appropriate to the CGSC mission and to the graduate definitions?
2. What evidence do we have that students achieve our learning objectives?
3. In what ways do we analyze and use evidence of student learning?
4. How do we ensure share responsibility for assessment of student learning?
5. How do we evaluate and improve the effectiveness of our efforts to assess and improve student learning?

Within CGSC, the term "evaluation" means measuring and judging courses, programs, and systems. The purpose of evaluation is the improvement of educational programs resulting in the collective improvement of student learning. Program evaluation is defined as *the use of research procedures to systematically investigate the effectiveness of a program so that decisions can be made for the improvement of student learning*. Program evaluation is not a function separate from AIS. Step five of the AIS is summative evaluation, which is an in-depth evaluative review of each part of the course throughout each AIS phase.

In the AIS, evaluation is a continuous process that consists of data collection and analysis to determine effectiveness and value of a course, program, system, or infrastructure. Evaluations can be either formative or summative. Formative evaluation includes assessing the curricula, system, programs, and infrastructure during development and implementation. Summative evaluation occurs after the course or program has been implemented and students have been assessed. This is program evaluation.

Formative evaluation is ongoing throughout the AIS and involves making adjustments during the development process to improve the course or lesson. Summative evaluation results in a detailed program evaluation report of findings and

recommendations that are useful to curriculum developers and instructors.

The CGSC conducts student, faculty, graduate, and graduate commander and supervisor surveys to obtain information regarding program effectiveness, quality of instruction, and assessments. The CGSC also conducts focus groups of students and faculty to obtain information on the quality of instruction, assessments, facilities, etc. The QAO analyzes data from these focus groups and then provides the results of the analysis to CGSC leadership as part of the program evaluation or as a report. In addition, the QAO conducts focus groups after completion of every major block of instruction or conclusion of a course. QAO personnel along with faculty supervisors and peers also conduct classroom observations. The purpose of classroom observation is to allow instructors to receive feedback and assessment. Faculty also receive feedback from their students to gauge their effectiveness.

#### **Evaluation of CGSS Intermediate Level Education (ILE) Common Core - Resident**

The CGSS ILE resident course has 44 weeks of curriculum designed to give mid-level officers the education necessary for them to be successful in the profession of arms. The focus of ILE is on warfighting in the context of operational art.

During Academic Year (AY) 05-06, ILE was offered in two, 10-month resident courses with the first course in August 2005 and the second in February 2006. Three satellite campus sites offered 10 iterations of the Common Core during the same academic year as well as in the Total Army School System (TASS) Battalions throughout the US (the Reserve School Course). Also, the Common Core was delivered through distributed learning, the Advanced Distributed Learning (ADL) Course.

The resident course was extensively evaluated during AY 04-05. The focus of that evaluation was as follows:

- Evaluating the class in February 2006 to determine if there is a difference in student learning when compared to the August 2005 class. At Appendix E are the results of that survey.
- Soliciting feedback from commanders and military leaders of ILE graduates to determine if the current curriculum is supporting the needs of the armed services. At Appendix P are the results of that survey.
- Soliciting feedback from graduates to determine if the knowledge they received during their ILE experience transferred to the skills, knowledge, and abilities

required of them for the jobs they are performing or have performed. Appendix O contains the results of the Graduate Definition Survey.

**Evaluation of CGSS Intermediate Level Education (ILE)  
Common Core – Satellite Campus**

During AY 05-06, ILE was offered at three Satellite Campus (SC) sites throughout the US: Fort Belvoir, Virginia; Fort Lee, Virginia; and Fort Gordon, Georgia. Ten iterations of the course occurred during that AY.

At the SC, students complete the ILE Common Core. The educational objective of the course is the same as that of the resident course: To prepare field-grade officers with a warrior ethos and warfighting focus for leadership positions in Army, joint, multinational, and interagency organizations executing full-spectrum operations.

The program evaluation focused on the following:

- Evaluating the SCs to determine if there are significant differences in the quality of the education and student learning when compared to the resident course.
- Determining if students have achieved the educational objective.
- Determining if the quality of life for students and faculty promotes or hinders their education.

Appendix Q contains the results of the evaluation.

**Evaluation of CGSS Intermediate Level Education (ILE)  
Common Core – Reserve School and ADL Courses**

The 2007 Non-Resident Self-Study contains detailed information on program evaluation of the Reserve School and ADL Courses. However, additional information is also in Appendix D, Non-Resident Course Update.

**Student Assessment**

Students must achieve a passing score of at least a 70 percent on examinations and a "C" or better on subjective requirements. Examinations and subjective requirements comprise a student's grade point average.

Students have at least two attempts in each requirement to pass unless the student fails the same requirement three times.

**Objective Requirements.** A student must score 70 percent or higher on each examination. If a student scores below the standard, then he or she must re-take the examination after studying the block of instruction.

**Subjective Requirements.** These requirements are dispersed throughout the course.

**Grading Policy.** In 2005, the CGSC Staff and Faculty Council undertook a request by the Dean of Academics to take a detailed look at the CGSC Grading Policy. As a result of their efforts, which they vetted through their constituents, the CGSC Grading Policy was signed by the Dean and implemented with the August 2006 class. CGSC Bulletin 3 is the complete CGSC grading policy requirements.

**Remediation.** When a student receives a grade of less than 74 percent (a C- or below) to any assessment tool (class participation, written essay, test, oral presentation), the faculty member notifies the student's Staff Group Advisor (SGA). The SGA counsels the student on how to improve the marginal or unsatisfactory grade. Remediation is a student initiative or student-driven process. The counseling guidance determines remediation specifics. Each department determines the remediation process for its responsible blocks of instruction. Regardless of the remediation undertaken, the original grade will not be altered. The intent of the remediation process is to ensure the student is brought up to a satisfactory or "C" understanding of the course material. In addition, the student is better prepared for future class material.

### **Student Writing Improvement**

In the August 2006 class, CGSS offered writing improvement classes to 108 students who requested this service. LTC Sue Crumrine taught classes four days a week for six weeks. Students who took the class were positive in their responses about the class. As a result, the course was offered to the February 2007 class. Three CGSS faculty offered to teach the class and the class met one day a week for six weeks. The sessions went as follows:

- Sessions 1-3 dealt mainly with organizing thought and outlining.
- Sessions 4-6 dealt with some of the mechanics of writing.

One hundred fifty students (19% of the class) from Class 08-1 voluntarily participated in the program. Six members of the CGSS Faculty and one CGSC Staff Member volunteered to teach classes. Classes were taught at 0700 each morning. CGSS has received authorization to hire a full time communicative arts coordinator.

Currently, faculty volunteers teach writing improvement before the start of class each morning. The FSD provided the lessons and mentored the faculty prior to their teaching the course. Students have positively responded to this service.

**Assessment Instruments.** ILE instructors complete CGSC Form 1009C, Assessing Classroom Participation, and CGSC Form 1009W, Assessing Writing, on each student.

- A sample of CGSC Form 1009C is at Appendix R
- A sample of CGSC Form 1009W is at Appendix S

### **Criteria for Graduation**

To graduate from the resident and SC courses, students must meet the following criteria:

- Meet all course standards as outlined in the assessment plan for each course module.
- Meet the requirements of the Army Physical Fitness Test (APFT) for US Army officers or have the appropriate medical waivers.
- Meet height and weight standards for US Army officers.
- US Air Force, US Navy, US Marine Corps, and US Coast Guard officers must meet the height and weight standards and pass the physical fitness test of their respective services. International officers are not required to meet height and weight standards or pass physical fitness tests.

The ILE Graduation Board is responsible for certifying students for graduation and also for non-certification of any student not meeting the graduation criteria.

### **Academic Misconduct**

If students exhibit substandard academic progress, lack of motivation, poor attitude, or academic ethics violations as defined in CGSC Bulletin 20, an investigation into the circumstances is warranted.

Investigations for substandard academic performance are done by a lieutenant colonel appointed by the Dean of Academics. Once the investigating officer completes the report, the Dean of Academics will forward the report to the Director, CGSS, and the appropriate department director.

Before dismissal, the student is notified of the action, is provided a copy of the findings and recommendations of the investigation along with the supporting evidence, and is given seven duty days in which to reply with a rebuttal. The Staff Judge Advocate reviews all documentation, to include the student's reply, for legal sufficiency. The Deputy Commandant has the final decision authority on academic misconduct infractions except for dismissal; the Commandant is the final decision authority for academic misconduct dismissal.

CGSC Bulletin 12, *CGSC Academic Performance Investigations, Academic Misconduct Investigations, Graduation Boards, and Student Dismissal/Release Procedures*, 1 Nov 05, contains further information on this process.

### **Survey Instruments**

The CGSC uses surveys to evaluate the ILE Common Core curriculum and the faculty teaching it for improvement purposes. Students periodically are asked to evaluate a block they recently completed or evaluate the teaching methodology associated with it. Faculty also evaluate the curriculum. The Quality Assurance Office (QAO) is responsible for surveys within CGSC. As part of their institutional research function, QAO assists faculty and students in developing surveys and posting them on the Web. The QAO has examples of surveys available for review.

### **Strengths and Limitations of Academic Evaluation and Quality Control Systems**

**Strengths:** As the responsible official for curriculum, the Dean of Academics requires that all schools use the AIS, a system used in CGSC for some time. The Dean has focused his efforts on student assessment for all courses taught at CGSC. This focus has been of prime importance to all faculty and administrators. To gain data on CGSC course, the addition of on-line surveys has improved the feedback from students, graduates, and the field. The establishment of a separate QAO has also improved the ability to gather program evaluation for use by CGSC to improve all its academic programs. Each course author writes an assessment plan for each lesson. This ensures that the faculty have a measure of how well students have learned the material.

**Limitations:** Because of the demands put on the curriculum to include so much information, the faculty has a formidable task to ensure that what is contained in the curriculum meets the graduate definition. In addition, ensuring a reasonable student contact time is a challenge. This is bound to result in some inconsistencies within the curriculum. The faculty, to their credit, have made great strides to ensure that redundancies and inconsistencies are reduced. However, this is a work in progress, but we are confident that this process will improve over time.

## CHAPTER 5

### STUDENT BODY

#### Resident Course

Students attending Intermediate Level Education (ILE) taught by the Command and General Staff School (CGSS) are dedicated professionals who desire to learn in order to prepare themselves for the next 10 years of their careers. Army, Air Force, Navy, Marine Corps, Interagency, and International students make up the seminars (called "staff groups") of ILE.

Each 16-student staff group consists of at least one Air Force officer, one Marine or Navy officer, and one International Officer. The staff groups have students with a multitude of experiences to share with each other during class discussions and group assignments.

Small group instruction (SGI) is the approved learning environment for the ILE Common Core and the Advanced Operations and Warfighting Course (AOWC). SGI maximizes the varied backgrounds and experiences of students to achieve the desired group dynamics and the CGSC learning methodology.

**Class Size.** The concept of ILE was to have all branch officers come to Fort Leavenworth. Each class would then consist of 1792 students. However, with the advent of the operations in Iraq and Afghanistan, the class size over the past several years has been more in the 1100 to 1300 range. The class size for AY 07-08 is 799 to include the August 2007 class only. The student-to-faculty ratio is 3.8:1. At Appendix T is the list of students by seminar and a graphic on the demographics of the classes.

#### Civilian Students Attending ILE

In the August 2007 class, four civilians are attending ILE. This equates to .5 percent of the total 799 students attending the course. Increased attendance of interagency students is a priority of the Commandant and Deputy Commandant. In December 2007, the Department of the Army approved a pilot program in which ten officers will complete the Core Curriculum at a satellite campus and then participate in an interagency exchange program. In the program, students will work in other governmental agencies. They will gain valuable experience in interagency operations and will, at the same time, free up a like number of interagency personnel to attend CGSOC.

#### Criteria for Seminar Composition in Residence

The CGSS strives to include a mix of student experience and background in each seminar. One Air and one Sea Service officer

is in each seminar; one international officer is in each seminar. For Army students, varied background and experiences are used to ensure a well-rounded seminar group to engage in meaningful classroom discussions.

The process for staff group composition follows.

- ✓ One international military student.
- ✓ One Air Force student.
- ✓ One Sea Service student (Navy or Marine Corps).
- ✓ One female student.
- ✓ One minority student.
- ✓ One special assignment student (class president, vice president, section leader, staff group leader, etc.).
- ✓ One US Army Reserve or Army National Guard student.
- ✓ Six combat arms students (Infantry, Field Artillery, Aviation, Air Defense, Engineer, or Special Forces).
- ✓ Two combat support students (Chemical, Military Police, Military Intelligence, or Signal).
- ✓ Two combat service support students (Adjutant General, Ordnance, Quartermaster, or Transportation).
- ✓ One special branch student (Medical, Chaplain, or Jag).

Experience is also key. Joint experience, combat operations, humanitarian operations, peacekeeping operations, Army Battle Command System, and other type experiences are also considered when developing staff groups.

### **Student Awards**

Students attending ILE have opportunities to compete for various student awards given at the end of the academic year. The following awards are available to students.

**General George C. Marshall Award.** Established in 1960, this award is presented to the distinguished US graduate of the resident course. This award recognizes scholarship, pays homage to one of America's most honored soldiers, and serves as an incentive to the officers attending the resident course. Staff group advisors (SGAs) nominate students, and the ILE Graduation Board selects the recipient based on documented academic achievement and other professional attributes. The CGSC Registrar is the ILE Graduation Board point of contact for this award.

**General Dwight D. Eisenhower Award.** Established in 1969, this award is presented to the international officer who is recognized for academic achievement in the resident course. The award honors military scholarship as is held in high esteem by the winners and the nations they represent. Team leaders nominate students, and the Graduation Board selects the recipient based on documented academic achievement and other professional

attributes. The CGSC Registrar is the ILE Graduation Board point of contact for this award.

**General George S. Patton Award.** This award goes to the US and international officer students who demonstrate a high level of tactical knowledge in the resident course. Nominees undergo a rigorous written examination and a performance-based evaluation. Top students are designated Master Tacticians. These students execute simulation exercises, with the top US officer and international officer designated the Patton Award recipients. The Center for Army Tactics (CTAC) is proponent for this award.

**Major General James M. Wright Master Logistician Award.** An instructor or team leader from the Department of Logistics and Resource Operations (DLRO) may nominate ILE students for this award. Nominees undergo a rigorous written examination, an interview board, and a four-hour oral examination administered by a committee of senior DLRO faculty. The top student is selected as the Distinguished Master Logistician and winner of the award. The DLRO is proponent for this award.

**Brigadier General Benjamin H. Grierson Award for Excellence in Strategic Studies (Master Strategist Award).** This award recognizes excellence in strategic studies among students enrolled in the Strategist Program. Instructors and team leaders nominate students based on grades, performance, a specific writing requirement, and a comprehensive oral examination. The Buffalo Soldier Educational and Historical Committee awards the Distinguished Master Strategist a plaque at graduation. The Department of Joint, Interagency, and Multinational Operations (DJIMO) is proponent for this award.

**Arter-Darby Military History Writing Award.** This award is designed to enhance professional scholarship among CGSC students. Candidates write a Masters in Military Arts and Sciences (MMAS) thesis or thesis-length monograph on a military history subject for submission to a board of judges composed of military history faculty members. One student each academic year is selected to receive this award. The Department of Military History (DMH) is proponent for this award.

**Donald Smythe Award in History.** In 1985-86, Father Donald Smythe (S.J.) served as the John F. Morrison Professor of History at CGSC. His untimely death in 1988 came as a great loss to both the historical profession and to the Army. In 1989, his friends and former students agreed to sponsor an award in his honor presented annually to the best history student. A history instructor nominates eligible students who are selected based on course performance, recommendations, and quality of written coursework. The DMH selects the winner of the award.

**General Douglas MacArthur Military Leadership Writing Award.** Established in 1985, this award recognizes scholarship

and professional writing on leadership. Sponsored by the Douglas MacArthur Foundation, the Department of Command Leadership (DCL) is proponent for this award. The competition is open to all ILE students. Interested students write an essay on any military leadership topic not previously submitted as a course requirement.

**Joint Command, Control, Communications, Computers, and Intelligence (C4I) Writing Award.** This competition enhances professional scholarship by students researching and writing about C4I. Open to CGSS and School of Advanced Military Studies (SAMS) students, competitors submit a well-documented essay to an editorial board. The DJIMO is proponent for this award.

**Major General Hans Schlup Award for Excellence in International Relations.** Established in 1996, this award recognizes and promotes the significance and importance of international relations developed through the network of friends and acquaintances made among the international officers during their attendance at ILE. The officer must be recommended for the award by another student and verified by a team leader. The selection board considers the student's academic performance, the nomination form for content quality, the officer's participation in the DoD Informational Program, and the officer's papers written for *The Evolution of Modern Warfare* for content quality. The CGSS Director is proponent for this award.

**The Excellence in Joint Service Warfare Award.** This award is presented to the student who contributes most significantly to the study, implementation, and spirit of joint service warfare. Additionally, the student must demonstrate proficiency in joint core courses, Joint Advanced Warfighting Studies (JAWS), attainment of the additional skill identifier (ASI) in joint service warfare, participation in joint or special operations areas of concentration, joint service warfare, publication (or submission for publication) of joint service warfare articles, and completion of a Master of Military Art and Science (MMAS) with a focus on joint service warfare topic, or a comparable degree from another institution. This award for military scholarship is open to all resident students. The Military Officers Association of America (MOAA) endowed this annual beginning in AY 03-04.

**Homeland Security Studies Award.** Sponsored by the CGSC Foundation, this award recognizes excellence in Homeland Security research. Resident ILE or School of Advanced Military Studies (SAMS) students may compete by submitting their Master of Military Art and Science (MMAS) theses, monographs, written works comparable to a thesis, or non-traditional works such as computer simulations through their Staff Group Advisors (SGAs) or SAMS seminar leaders. The award recognizes the best thought or contribution on work related to homeland security, homeland defense, or defense support of civil authorities. The Homeland

Securities Studies Executive Committee of the CGSC Foundation is proponent for this award.

**The Birrer-Brookes Outstanding Master of Military Art and Science (MMAS) Award.** Sponsored by the CGSC Foundation in 2007, this award recognizes the best MMAS thesis completed by an ILE student. Named after the two men who were instrumental in getting the master's degree program at CGSC--Dr. Ivan Birrer and Dr. Philip Brookes--the nominated student author should have passed the oral comprehensive and be in good standing to graduate from ILE. Committee chairs nominate students, and each chair may nominate only one thesis. The Graduate Degree Program is proponent for this award.

Full selection criteria for all awards are found in Command and General Staff School (CGSS) Policy Memorandum on Student Awards, 19 November 2007.

### **Resident Student Body**

Because of privacy act considerations, the Self-Study does not contain a listing of students by name, rank, branch, etc. However, we will have that information available to the team during their visit for their review. Appendix T contains a demographic depiction of both the February 2007 and August 2007 classes. The demographics contain the number of students by rank, branch, service affiliation, civilian and military schooling, and operational experience. It will not, as mentioned above, contain a by-name list of students for the two classes.

### **Seminar Composition at Satellite Campuses (SCs)**

The SCs use the 16-student staff group configuration and SGI methodology to teach the ILE Common Core. The staff groups at the SCs consist of Army officers from various backgrounds and experience levels. As a rule, no Sister Service or International Officers attend an SC; however, CGSC has initiated dialog with the other services to send students on a case-by-case basis to an SC. At Appendix U is a composite of the students who have attended the three satellite campus sites since 2005.

### **Strengths and Limitations of the Student Body**

**Strengths.** In both the resident and SC programs, the students are extremely professional and motivated to learn. They provide a wealth of experience and knowledge to the classroom and the discussions are a worthy exchange of ideas. In the resident program, the addition of non-Army students brings different perspectives to the discussion and serves as a reminder that the Armed Forces work as a joint force.

**Limitations.** A limitation of the program is the absence of sister service officers from the student body. Although their

attendance is not required by the OPMEP, sister service officers contribute significantly to joint learning. The CGSC continues to work toward the goal of some sister service student participation at satellite campuses.

## CHAPTER 6

### FACULTY

The faculty at CGSC is the center of gravity for the US Army Command and General Staff College (CGSC). They teach and mentor their students, and they possess the highest levels of experience and academic qualifications.

This chapter discusses the faculty promotion policy, the faculty development program, and the different committees and councils that comprise the faculty.

#### Faculty Promotion Policy

As stated above, the CGSC faculty are the center of gravity for CGSC. As such, they deserve the best possible considerations for advancement.

According to the *Faculty Credentials and Promotion Policy Memorandum*, signed by the Dean of Academics, the purpose of the policy is to promote academic excellence throughout the CGSC faculty and overall to enhance the value of CGSC to the Army and the Nation. The CGSC defines the domains of faculty performance as *teaching*, which includes curriculum development, *scholarship*, *service*, and *faculty development*. Faculty promotion is based on excellence in these four domains. Appendix V contains the faculty credentials and promotion policy in more detail to include a matrix on standards for appointment and promotion.

#### Faculty Development

The Faculty and Staff Development (FSD) Office of the Dean of Academics (DoA) organization is the proponent for staff and faculty development and instructor qualification programs for CGSC. The FSD conducts two of the four phases (phases 1 and 3) of faculty development and provides oversight for the other two phases (phases 2 and 4) of the program. In addition, the FSD provides advice and assistance to CGSC schools and departments on faculty development programs. All CGSC faculty, both resident and non-resident, attend Faculty Development Phase 1 at the College prior to teaching any CGSC course. For Intermediate Level Education (ILE), all faculty complete faculty development phases one and two prior to teaching the course. The programs that comprise Faculty Development follow.

- **Faculty Development Phase 1 (FDP1).** The CGSC Faculty and Staff Development (FSD) Office teaches FDP1. The FSD educators and CGSC adjunct faculty facilitate the course, which is based on the Adult Learning Theory, the Experiential Learning Model (ELM), Learning Styles Inventories (LSI), and studies in communication and

creativity. In FDP1, faculty have the opportunity to experience and practice discovering and assessing more effective means to enhance learning.

- **Faculty Development Phase 2 (FDP2).** The FDP2 is content-specific instruction, which includes foundational workshops and department lesson implementation workshops. Attendance in FDP2 may be recurring, based on curriculum changes. All faculty complete FDP2 prior to being certified to teach.
- **Faculty Development Phase 3 (FDP3).** The FDP3 is the lesson and course author course. Attendees write a selected course or lesson using steps identified in the five phases of the Accountable Instructional System (AIS): analysis, design, development, implementation, and evaluation. The AIS meets the TRADOC requirement for completion of the Systems Approach to Training (SAT). The FSD conducts FDP3 using a senior educator as the facilitator. Participants must complete FDP1 prior to enrolling in FDP3. Lesson and course authors use the knowledge gained in FDP1 to develop courses and lessons to achieve optimum student learning in an adult learning environment. Usually, satellite campus, Reserve School, and Advanced Distributed Learning (ADL) faculty are not course authors; therefore, they do not attend FDP3.
- **Faculty Development Phase 4 (FDP4).** FDP4 emphasizes continuing education for faculty. In FDP4, faculty members attend education and training classes to maintain currency in education philosophy and acquire knowledge of emerging training technology. Appendix W lists these types of opportunities since the last PAJE visit in 2005. An additional but equally important component of maintaining a current and relevant faculty, especially when nearly 80% of the faculty are civilian, is departmental continuing education of an operational nature. Examples of these activities, along with other professional and self-development opportunities that were available to the faculty, are at Appendix X.

The diagram below depicts the CGSC Faculty Development Program:

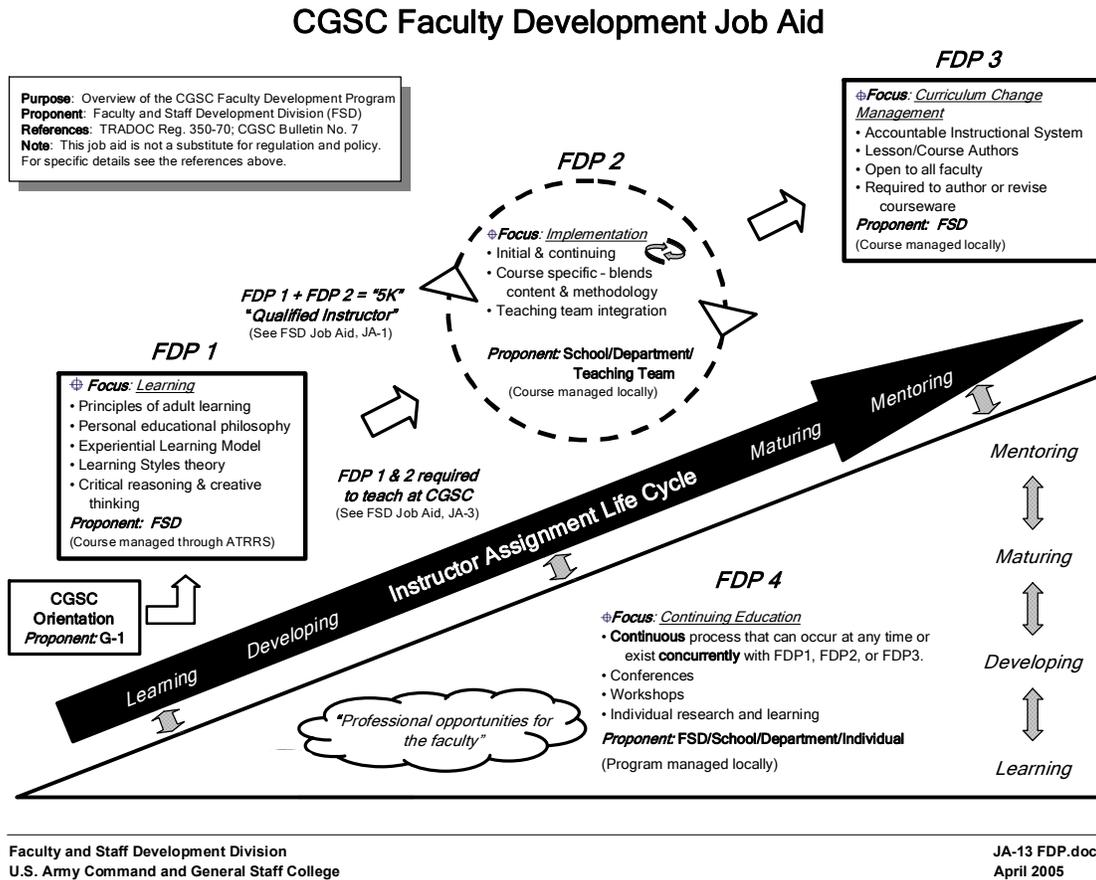


Figure 6-1. CGSC Faculty Development Program

### Evaluation of Faculty Development Program

In Academic Year 2005, the CGSC Quality Assurance Office (QAO) at the request of FSD conducted a program evaluation of the faculty development program. A complete summative evaluation on the faculty development program is available for the PAJE team to review.

A summary of the findings for the faculty development phases for which FSD is responsible follows.

- ✓ **FDP1:** This phase was successful in introducing and modeling for new faculty the facilitation of an experiential interactive adult learning environment.
- ✓ **FDP3:** This phase was successful in teaching course authors to develop courseware via the Accountable Instructional System. This research indicated a need to

look at how the Evaluation Phase of the course is designed.

- ✓ **ILE Foundational Workshops:** The workshops met the needs of the participants per the after action reviews.
- ✓ **Advanced FDP1:** AFDP1 is now a three-day course. Readings and the design have been updated based on formative and summative evaluations. Feedback from both resident and non-resident instructors is always considered for implementation. For example, faculty who are pursuing terminal degrees in Adult Education will be encouraged to present papers or areas of interest with the class. Faculty enrolled in AFDP1 have an opportunity to share their teaching expertise and perspective to other experienced faculty across disciplines and departments.

### **Faculty Assessment**

The CGSC faculty are true professionals. As such, they are interested in improving their teaching skills and receiving constructive feedback from their supervisors, peers, and students. At Appendix Y is a discussion of the faculty feedback tools that faculty use as part of their professional development as teachers.

### **Staff and Faculty Council**

The CGSC Staff and Faculty Council consists of representatives from all CGSC schools and departments. Comprised of both staff and faculty, the Council addresses relevant issues and concerns of the entire College, and serves as a vital forum for change within CGSC.

As an advisory body to the College leadership, the Council provides an independent forum that represents and reflects the interests, opinions, ideas and recommendations CGSC staff and faculty (all levels and locations) to the leadership and governance bodies of CGSC. The body is chartered and organized to address systemic issues relating to, but not limited to, faculty and academic policy, staff policy and administration, quality of life, and awards and recognition. The Council may initiate informal studies on special topics of interest, or undertake studies at the request of the College leadership. To meet its responsibilities, the Council conveys the interests, opinions, ideas and recommendations of its constituents to the College leadership and governance bodies, as well as conveys the views of the leadership to its constituents.

The Council works to improve organizational learning within the College through effective communications and knowledge

sharing, and routinely seeks the advice and collaborative support of other councils, committees and organizations with special skills or interests in the subject area under consideration. Further, the Council seeks to improve communications and dialogue with the College's satellite campuses and remote locations. To assist in these efforts, the Council effectively leverages the College's robust digital information transmitting, management, and sharing technologies to reach the broadest possible audience.

The Council communicates to the Deputy Commandant and the Commandant through the Dean of Academics. CGSC Bulletin No. 25 provides detailed information on the organization and governance of the Staff and Faculty Council.

### **Faculty Awards and Achievements**

#### **Golden Pen Award**

The Golden Pen Award program provides recognition to Command and General Staff College personnel for their published writing contributions that enhance the College's mission and academic reputation and adds to the military body of knowledge. Publication of one's work is an important aspect of lifelong leader learning and fulfills one's desire to propagate these ideas. The award recognizes deserving personnel for their published works, and emphasizes the importance of writing for publication to lifelong learning. The GPA Program also provides qualitative input to other College recognition and award programs, e.g., impact awards, cash awards for civilians, and academic promotion.

The program consists of three award levels:

- Gold: Book or book-length series of articles.
- Silver: Article or chapter of a book in a publication.
- Bronze: A significant book review, op-ed piece, or letter to the editor.

The awards are presented by the Deputy Commandant at a special assembly of the CGSC Staff and Faculty twice each year. CGSC Memorandum of Instruction, subject: Command and General Staff College Golden Pen Awards (GPA) Program, dated 16 February 2007, provides detailed information of the process.

#### **Instructor of the Year**

This program promotes excellence in teaching by recognizing faculty for their accomplishments in the classroom. Each year, one military and one civilian instructor are honored for their achievements. In addition, they are CGSC's nominees for the US

Army Training and Doctrine Command (TRADOC) Instructor of the Year competition.

The FSD is proponent for this program. All schools and departments submit a nominee for the award according to guidelines developed by each school and department. The Selection Committee consists of the Directors of each school and department; however, directors may not vote for their nominee.

Each nominee must meet the following criteria:

- Passed the physical fitness test and met the height and weight requirements for their service (military only).
- Served as an instructor for six consecutive months prior to selection.
- Completed instructor certification requirements (FDP1 and FDP2 at a minimum) and maintained currency as outlined in CGSC Bulletin 7, *CGSC Staff and Faculty Development Program*.

The Deputy Commandant recognizes the selectees before the Staff and Faculty. Each nominee receives a Combined Arms Center Certificate of Achievement. The military and civilian instructors of the year receive an assigned parking space, valid for one year, and have their pictures displayed on the Instructor of the Year display.

CGSC Bulletin 5 contains detailed information about the Instructor of the Year program.

#### **Dean of Academics Functional Committees**

The DOA has several committees in place to assist him in his role as the responsible official for faculty and curriculum. The chair of each committee is normally the division chief of one of the divisions assigned to the DOA. The Committees are as follows:

- ✓ The Accreditation Committee, chaired by the Chief, Accreditation Coordination Division
- ✓ The Curriculum Committee, chaired by the Chief, Academic Operations
- ✓ The Exercise Committee, chaired by the Chief, Exercise Division, Digital Leader Development Center
- ✓ The Graduate Council, chaired by the Director, Graduate Degree Programs
- ✓ The Research Committee, chaired by a member of the Graduate Council, under the auspices of the Graduate Degree Programs

The Committees meet regularly depending on their mission and standing operating procedures. The Committees consist of members from each of the schools and departments. The CGSS represents the satellite campus faculty.

### **Graduate Faculty Council**

Consisting of a small number of senior, long-serving faculty members, the function of the Graduate Faculty Council is to provide intellectual continuity with respect to the requirements of graduate-level education, and to advise the Dean of Academics and Deputy Commandant on policy matters related to curriculum, instruction, and faculty professional development in CGSC. The Graduate Faculty Council evaluates faculty applications for the CGSC Research Fellows Program and then makes recommendations on their disposition to the Dean of Academics. Membership on the Graduate Council consists of from five to nine members as appointed by the Dean of Academics. These include the Director of Graduate Degree Programs, who acts as the Chair in addition to serving as the CGSC liaison to the Higher Learning Commissions of the North Central Association of Colleges and Schools and the CGSC Advisory Committee.

### **OPMEP Faculty Requirements**

The Dean of Academics is responsible for the official OPMEP count to meet the 4:1 student-to-faculty ratio requirement. The Accreditation Coordination Division (ACD) does this count for the Dean. Using a counting methodology similar to the Army War College, ACD computes the ratio using faculty in the Command and General Staff School (CGSS), the Dean of Academics organization, and the Chief of Staff organization who meet the definition of faculty as defined in the OPMEP. As a minimum, ACD computes the official CGSC Intermediate Level College (ILC) Joint Professional Military Education Phase I (JPME-I) student-to-faculty ratio twice each year, in mid-September and mid-March, after the arrival of the August and February (second-start) classes, respectively.

The ACD uses full-time equivalents (FTEs) to compute the ratio. Faculty who teach, develop curriculum, or conduct research as their primary responsibility are counted as 1.00 FTE. Faculty who do not do these duties on a full-time basis are counted as either a 0.67 FTE or a 0.33 FTE. These include faculty who teach an elective in ILE (0.33), conduct research for ILE students and faculty and the other schools and departments within the College (0.33), or develop curriculum as part of their duties (0.67 or 0.33). Also included are CGSC's special curriculum integrators who are assigned to the Dean of Academics. They teach and develop curriculum for all CGSC schools. They are counted as either a 0.67 or a 0.33, depending on the amount of teaching and curriculum development they do for CGSS.

The results of the OPMEP faculty requirements calculations computed as of 14 September 2007 and documented in Appendix Z are as follows:

- Student-to-faculty ratio is **3.8:1**. This ratio is based on 1,078 students in the February (279) and August (799) classes and 284.67 faculty FTEs. As such, this ratio is **in compliance** with the OPMEP requirement of no more than a 4:1 ratio for ILC/JPME-I institutions.
- Civilian-to-Military faculty ratio is **74.5%:25.5%**. This ratio is based on 212 civilian faculty FTEs and 72.67 military faculty FTEs (totaling 284.67 faculty FTEs). At this time, CGSC deems this number of active duty military faculty on hand to be **sufficient**.
- Military faculty mix is 75.2% host military department (54.67 FTEs), **14.2% Air Service** (10.33 FTEs), and **10.6% Sea Service** (7.67 FTEs). As such, these numbers are **in compliance** with the OPMEP requirement of a minimum of 5% military faculty from each non-host Military Department.
- Regarding military faculty qualifications, **98.8%** of CGSC's ILC military faculty, (81 of 82), are graduates of an intermediate- or senior-level Professional Military Education (PME) program. This number is **in compliance** with the 75% OPMEP minimum requirement.

Lastly, the OPMEP requires ILCs to have faculty members who are "of the highest caliber, combining the requisite functional or operational expertise with teaching ability and appropriate academic credentials." Appendix AA is a faculty list that shows qualifications that include academic rank, highest degree attained, college attended, and highest military education.

### **ILE Teaching Teams**

The teaching team methodology is used to instruct the ILE Common Core in the resident and satellite campus programs and AOWC in the resident program. A teaching team consists of 12 instructors, responsible for all instruction provided to their seminar group throughout the academic year. In addition, the teaching team provides oversight for all exercises conducted in the curriculum. Teaching team instructors serve as professional development coaches for students, responsible for mentoring, providing feedback, facilitating, counseling, observing, and assisting. The relationship established between the student and instructor facilitates meaningful developmental counseling. Each teaching team is assigned a section of students ranging in size from 64-72 students further divided into staff groups (seminars) of 16 students per staff group. To foster joint and multinational instruction, each resident staff group contains a

minimum of one international military student, one Air student, and one Sea student.

### **Non-Resident ILE Common Core Faculty**

The non-resident faculty complete the same faculty development requirements as the resident faculty, as discussed in the 2007 Non-Resident Self-Study. However, efforts are being made to have one faculty that supports both resident and non-resident ILE. This is still in progress, but the plan is for the non-resident graders to be put on contract and reside in Lewis and Clark as part of CGSS. Once those contracts reach termination, the plan is to convert the contractors into Title 10 faculty and assign them to departments. On a rotating basis, department faculty will work with the non-resident students as their primary function. In this manner, all faculty will understand the challenges of the non-resident courses and will endeavor to mitigate those challenges.

### **Faculty Strengths and Limitations**

#### **Strengths.**

1. The teaching team concept is a good method to deliver ILE to students. The addition of the committees under the Dean of Academics has provided more visibility on issues of interest to the College. The Staff and Faculty Council is robust and effective. The awards program is viable and accepted by the faculty. The Faculty Development Program is tested and valid. Students consistently give their instructors high marks in professionalism, expertise, and mentorship as evidenced by surveys, focus groups, and interviews.
2. A great strength of the faculty is the level and diversity of experiences of its members. The members of a typical teaching team have 200-300 years of diverse military experience. Although the service backgrounds of civilian faculty members are not part of the OPMEP student-to-faculty ratio, CGSS values diverse experience and perspectives in all departments. All five CGSS academic departments have faculty members who retired from other services. While most CGSS civilian faculty members are former career military officers, some have little or no military experience. They too offer different and valuable points of view and add an important dimension to the faculty.

#### **Limitations.**

1. As with any large academic institution, CGSC has some challenges to face as the student body increases yearly. Fully manning the teaching teams has been a great challenge with the resource demands to obtain qualified military faculty. Moreover, the hiring of Title 10 faculty has not been as timely as the

College would like. Further, to fully man teaching teams at satellite campus sites, CGSS has sent resident faculty to teach. While those faculty are not on the platform at Fort Leavenworth, they are not counted toward the OPMEP ratio and in many cases, getting a back fill on their positions either is slow or non-existent.

2. The Army, like the other Services, has requested faculty to complete temporary duty assignments, some which have lasted almost a year. Those faculty are also not counted for the OPMEP ratio. This could become a problem in the future if increased numbers of faculty are requested to complete temporary duty assignments.

3. The 2007 National Defense Authorization Act (NDAA) does not allow any Joint Duty Assignment List (JDAL) credit for Sister Service instructors who teach JPME Phase I. Although we are fine for 2008, this can be a problem in getting future Air and Sea Service instructors for the future. With no JDAL credit for instructors, the Sister Services may have difficulty in filling the authorized slots at CGSC. Unless this legislation is changed, the challenge in getting qualified Sister Service instructors will be problematic.

4. There is no OPMEP requirement for sister service faculty members at the satellite campuses. Sister service officers from the Fort Leavenworth faculty provide instruction at the satellite campuses either in person or through Adobe Connect or video teleconferencing. Additionally, there are a few satellite campus faculty members who are retired officers of the sister services.

## CHAPTER 7

### INSTRUCTIONAL CLIMATE

The faculty is the center of gravity at the US Army Command and General Staff College (CGSC). As such, faculty members have the latitude to teach classes in an environment of openness and mutuality of respect. The faculty consists of resident and non-resident instructors and resident curriculum developers and researchers.

The CGSC encourages a healthy exchange of ideas among faculty and students. CGSC's faculty and students are among the finest professionals the Army, the Sister Services, and the International community have to offer. Consequently, they are able to engage in lively debate on topics of importance to our nation and in the world.

#### CGSC Academic Ethics

Professional ethics is of paramount importance to CGSC. It is imperative that work presented by students, staff, and faculty as their own will, in fact, be their own. To do otherwise would result in unfair advantage and is inconsistent with accepted and expected professional ethics and integrity. Academic ethics is defined as the *application of ethical principles in an academic environment, giving and receiving only authorized assistance, and conducting legitimate research and properly attributing credit to sources of information* (CGSC Bulletin 20, *Academic Ethics*, 1 Nov 05).

#### CGSC Non-attribution Policy

The CGSC encourages a healthy exchange of ideas among faculty and students. One important infusion of ideas into the curriculum is the guest speaker program. The CGSC prides itself in having a viable list of guest speakers each year who lend valuable insight into important issues of interest. To that end, CGSC has a Non-attribution Policy that applies to staff, faculty, and students and concerns all guest speakers and lecturers at the College.

*Nothing guest speakers say while visiting the College will be attributed to them personally, either directly or indirectly, by any person. The name of a former speaker will not be used when asking questions of developing discussions with a later speaker. Views of an earlier speaker, whether in agreement with or opposed to those of a later speaker, will not be attributed to the former speaker by name, position, or title. This policy covers unclassified as well as classified information. Nothing a*

*speaker says will be attributed to him or her in discussion with any news media, public forum, or in any other way. If the news media is present during the guest speaker presentation, the non-attribution policy must be rescinded. Unless otherwise directed, all guest speaker presentation are for non-attribution, and the policy applies (CGSC Bulletin 20, Academic Ethics, 1 Nov 05).*

A list of guest speakers is at Appendix BB.

### **Reporting Violations of Academic Ethics**

CGSC Bulletin 12, *Command and General Staff College (CGSC) Academic, Academic Misconduct, and Graduation Boards and Student Dismissal/Release Procedures*, 1 Nov 05; and, CGSC Bulletin 20, *Academic Ethics*, 1 Nov 05, contain further information on violations of academic ethics and procedures for CGSC staff, faculty, and students.

### **Academic Freedom**

As an institution accredited by the Higher Learning Commission of the North Central Association (NCA), CGSC subscribes to the American Association of University Professors 1940 statement on Academic Freedom. Faculty are able to have a free exchange of ideas. The principles of adult education are based on the importance of free thought in an academic environment. This freedom, however, has its 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 efforts are subject to regulatory and statutory limitations, current public affairs policies, copyright laws, security considerations, and the CGSC non-attribution policy.
- When CGSC students, staff, and faculty speak or write on matters outside the purview of the College, they are free from academic 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 CGSC or that of their respective service.

### **Learning Methodology**

The CGSC subscribes to the Experiential Learning Model (ELM) for teaching adults. The ELM is comprised of five elements: Concrete Experience, Publish and Process, Generate New Information, Develop, and Apply. The ELM requires faculty to allow students to be responsible for their own learning. All faculty teach classes using the ELM instructional method. Students use the web-based "Blackboard" system in conjunction with both resident and non-resident instruction.

A seminar size (called "staff groups" at CGSC) consists of sixteen students, comprised of one Air student, one Sea student, and the remaining fourteen are Army students or International Officers. Small group methodology as outlined in US Army Training and Doctrine Command (TRADOC) Regulation 350-70, *Systems Approach to Training*, March 1999, Appendix H, is the preferred method of instruction for teaching ILE. Chapter 5 outlines the process used to select students for each staff group. The Satellite Campuses also have 16 students in each staff group. The difference in the staff group composition from that of the resident course is there are no Sister Service or International Officers attending an SC. Consequently, all Army officers comprise a staff group. The mix is in the expertise of the students.

The Command and General Staff School (CGSS) uses the Teaching Team concept. Twelve faculty comprise a team and the team teaches 64 students throughout the year. The team consists of four Center for Army Tactics (CTAC) faculty, four Department of Joint, Interagency, and Multinational Operations (DJIMO) faculty, two Department of Logistics and Resource Operations (DLRO) faculty, one Department of Military History (DMH) faculty, and one Department of Combat Leadership (DCL) faculty. As of the February and August 2007 classes, CGSS has 20 teaching teams that teach 1,078 resident students. The three Satellite Campuses have thirteen faculty on each team to teach 64 students. Gaps in faculty expertise on those teams are augmented by resident faculty, who are then removed from the OPMEP count until their return to the resident course. Fortunately, the instances of using resident faculty to augment the SC teaching teams have been decreased considerably over the past year.

### **JPME Standard of Joint Awareness and Joint Perspectives**

The CGSC mission statement includes jointness; consequently, the CGSS curriculum is devoted to developing joint awareness and perspectives in students. Students with operational experience bring a wealth of knowledge into the

classroom and validate the notion that wars are not fought in a vacuum—all Services need to work together to achieve national objectives. For the resident program, Sister Service faculty and students work with Army faculty and students to present an overall picture of the contemporary operational environment (COE). The non-resident program, although it does not contain Sister Service faculty and student mix, also uses the same curriculum to instill joint awareness and perspectives in students. The addition of interagency faculty as special curriculum integrators in the Dean of Academics organization provides another method of including interagency perspective into the curriculum.

At Appendix L is a further discussion of CGSC's commitment to offering the faculty opportunities to interact with Sister Service and interagency organizations. This interaction allows faculty to gain substantial knowledge about joint awareness and perspective and bring that knowledge back to the institution. The instruction and the curriculum reflect this investment which in turn benefits students, faculty, and the institution itself.

#### **Instructional Climate Strengths and Limitations**

**Strengths.** The non-attribution policy allows for the free exchange of ideas among faculty and students. This policy has proven beneficial to the learning process in both resident and non-resident programs. Since critical thinking is an important leader competency that students must master, this exchange is critical to developing that much-needed skill. Teaching in a team configuration is beneficial to the faculty. They are with the same team members throughout the year and the students know their instructors quite well by the end of the course. The guest speaker program is another viable initiative. If the speaker allows, CGSC tapes the presentation using Breeze and posts it on Blackboard for use by the non-resident students. Although non-resident students aren't in person to experience the guest speaker's presentation, they are able to view it and faculty are able to use it as part of class discussions. The opportunities faculty have to work with members of outside agencies and organizations is definitely another strength. The knowledge they bring back from those interactions is captured in the curriculum and in classroom discussions. Further, the experience they take with them to these exchanges benefits sister service and interagency personnel as well, since our faculty publicize what the College is doing in Intermediate Level Education.

**Limitations.** Gaining a joint perspective in the non-resident courses continues to be a challenge. Surveys taken by Satellite Campus (SC) students have indicated they did not believe they gained much of a joint perspective upon completion of the Common Core. The CGSS continues to develop options for the SC to mitigate this complaint. The teaching team concept is also a

challenge. To get the right mix for both resident and SC teaching teams continues to be the top priority for CGSS. Currently, CGSS sends resident faculty on temporary duty to SCs to fully resource teaching teams with the right expertise when the SC team is lacking in a specific expertise area. As such, these resident faculty do not count in OPMEP computations for the student-to-faculty ratio. In addition, CGSS has fewer military faculty each year. If a military faculty member goes to an SC, his or her absence in the resident course reduces the military percentage of faculty and is a detriment to both the teaching teams and the students.

## **CHAPTER 8**

### **ACADEMIC SUPPORT**

#### **CGSC Institutional Resources**

##### **Lewis and Clark Center**

The Lewis and Clark Center (LCC) represents the culmination of the conversion of intermediate-level professional military education (PME) from the legacy Command and General Staff Officer Course (CGSOC) to Intermediate Level Education (ILE). The US Army Command and General Staff College (CGSC) moved its staff and Command and General Staff School (CGSS) faculty from Bell Hall into LCC beginning in May 2007. By July 2007, all staff and faculty were fully functional in LCC. On 24 June 2007, the ILE class 007-01 (the February start) moved from Eisenhower Hall into LCC. Classes did not stop for the move; students ended their week in Eisenhower and began their instruction the following week in LCC.

The primary focus in LCC was in designing classrooms to contain state-of-the art technology for students to enhance their classroom experience. Gone are the days of students walking through other classrooms to get to the main hallway (Bell Hall classroom configuration) to separate classrooms with a partition between two classrooms for a 32-person classroom if needed. The 96 LCC classrooms are configured in the same manner – a horseshoe-shaped room with 16 work stations and instructor station, white boards, plasma screens, video-teleconference capability, and cameras.

The new Eisenhower Auditorium is state-of-the art technology. Equipped to hold over 2,000 people, the auditorium is one of the finest the Army has to offer.

Four floors high, the LCC is equipped with the latest in building products and meets or exceeds building codes. Visitors entering into the Atrium can marvel at the expanse and the grandeur of the building. The Process for Accreditation of Joint Education (PAJE) team will receive a tour of the building and can see the many services it has to offer.

##### **Directorate of Educational Technology (DOET)**

The College views the integration of technology as critical. The CGSC has acquired and extensively leveraged 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. Technology is fundamental to all the College does and is truly a strength of the institution. The DOET manages all information technology within CGSC.

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 systems to assist in the development and management of the curriculum. The DOET 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 technology support to the institution.

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 College faculty, staff, and student body have access to e-mail, network resources, the Internet, the General Dennis Reimer Digital Library, and the Army Knowledge Online (AKO) Collaboration Centers. Members are networked via an improved campus area network (CAN) architecture. These capabilities also extend beyond the physical boundaries of the campus.

Currently, the typical computer system for the College is a Pentium 4 system with 650 megabytes of random access memory (RAM), a 20 gigabyte HD, and compact-disc read-only memory (CD-ROM) drive.

The College participates as a full member of the MECC and the Educational Technology Working Group (ETWG), and as such, it is aware of and seeks to ensure that curriculum issues regarding interoperability, connectivity, and related technology standards are appropriately addressed. Electronic interface/video teleconferencing for information exchange with various schools is now a reality and is continuing to mature, but will require additional manpower. Much more intermediate-level college collaboration is possible, but currently is not fully used.

### **Classroom Technology**

Each seminar group has nine Combined Arms Center Network (CACNet) network-connected systems and eight Battle Command Network (BCNet) network-connected systems. The computers on both

networks are Microsoft Windows-based Pentium IV computers that have a full complement of office automation applications for use in curriculum execution. These classroom devices are capable of accessing multimedia and CD-ROM-delivered materials. Classrooms are equipped plasma screens; SmartBoard technology; TV; DVD-R; computers for each student with monitor, remote, mouse, and sound system; Video Teleconferencing; three cameras, one in back of the classroom, one in front of the classroom, one in the rear of the classroom, and one in the ceiling; recording capability; and a wireless keyboard mouse for the instructor that controls all equipment in the classroom. There will always be a constant need to train new staff and faculty on these systems.

CACNet computers are capable of accessing e-mail, network resources, the CARL, and the Internet while BCNet computers focus on the Army tactical digital technology. To support classroom instruction or tactical digital exercises, the BCNet is capable of replicating the digital division with fielded systems such as the suite of systems that may up the Army Battle Command System (ABCS).

A technology goal for the College is to provide students with adequate access to common-use computers with which to conduct research and to execute portions of the curriculum. This goal is a reality as students are provided a ratio of one student per PC in each classroom with the necessary security provisions.

Everyone in CGSC has an individual e-mail account through the local mail exchange server or AKO that can be accessed from any computer he/she is authorized to use, including the PC in the seminar group, CARL, or in the Lewis and Clark computer lab. Presentation of classroom information is delivered primarily using SmartBoard technology with large-screen projection devices.

### **Academic Automation Support Summary**

LifeLong Learning Center (LLC): TRADOC designated CGSC as a pilot LLLC. The LLC provides CGSC the capability to deliver our curriculum via the Internet using the Blackboard Learning System, a click-to-meet desktop conference system, and Microsoft Windows Streaming Media Services. LLC also facilitates CGSC staff and faculty collaboration using the Microsoft Sharepoint System.

1. **Blackboard Academic Suite (Bb)**. Blackboard is the content delivery system by which approved courseware is made accessible to instructors and students over the Internet. The Bb system provides a secure access point to this instructional material using Army Knowledge Online (AKO) authentication. The Bb system is an e-Learning system with a grade-book, a certified SCORM player for viewing ADL courseware, and a suite of e-learning tools. The CGSC-LLC uses add-on software to Blackboard, called Learning Objects, which provides enhanced search and

calendar functions. Blackboard works very well with courseware display and speedy course modifications. When trained, instructors are able to provide top rate courseware for student viewing with little intervention by an administrator. This is a particularly useful innovation given that it can be performed from remote locations like home and TDY.

2. **Adobe Connect (AC).** The Adobe Connect system, formerly known as "Breeze (BZ)," provides the capability to conduct desktop Video Teleconferences in a synchronous collaborative environment for virtual group meetings. The AC system is a valuable staff coordination and planning tool, which is used to link geographically separated personnel into virtual meeting sessions where they can share documents, audio, and video. The AC system provides LLC Technical Support personnel an excellent tool for troubleshooting. The LLC technicians can bring users into virtual rooms where they can see and control the users' systems. The staff has the capability to use the benefits of Adobe Connect in their operations with satellite campus faculty.

3. **Microsoft Windows SharePoint Services.** The web-based SharePoint system provides an array of customizable administrative tools used to manage, share, and collaborate on data. Its construction mirrors the organizational structure of the College to provide a common data repository for staff, faculty, and student use. The system's strength lies in its document libraries, custom lists, and document collaboration capability. As a close partner to Blackboard, SharePoint has an extremely powerful way to display class calendars, with "hyperlinks" back to Blackboard, as well as an interface "sharing link" into the instructor's Outlook Calendar module. Blackboard calendars can not do this. SharePoint also provides a "shared drive" capability for archiving student documents as well as course documents. These shared locations can be "mapped" onto a desktop and provide a critical storage area and collaborative capability for students. Blackboard does not have an equivalent capability. SharePoint also contains a powerful but simple "survey" capability that some student groups have used for several important class projects. Blackboard does not have a comparable capability.

The SharePoint system currently is being used to support many data management needs in CGSC:

- Development of all ILE courseware for posting to Bb.
- All CGSC Operations Division (G3) data management of the Operations, Visitor Control, Security, Facility Management/Scheduling, and Taskings offices.

- CGSC Personnel Office (G1) data management of all reports and personnel tracking are being developed.
- Administrative information at the class-level.
- Dashboards for executives, departments, and staff sections that use roll-up charts of lists and event calendars to display information pertinent to the end-users' desired functionality. For example, the Chief of Staff's Dashboard provides information customized to his needs from the staff sections he manages.
- Navigation and Search Tools.
- Dashboard Templates:
  - Executive Updates ("Executive Dashboard")
  - Academic Departments
  - Staff Section

Campus/Local Area Network (LAN) (Campus Area): The College's LAN encompasses Lewis and Clark, Eisenhower Hall, and Flint Hall. This network provides a shared Ethernet (100 megabytes) connectivity internally, externally to the greater CAC Network, and to the Internet. One hundred percent of the staff and faculty are connected and are afforded the same capabilities described for the classrooms. The network operating system is Microsoft Windows 2000. Students and faculty are provided access to public, shared, and individual file space on the College servers.

The entire installation migrated to the Active Directory domain in effort to centralize information technology (IT) support. CGSC is also continuing to consolidation its servers. All of this is in support of the Army's effort to centralize IT assets, manage configurations, and support the schoolhouse as a tenant organization.

With the move into Lewis and Clark, the CGSC has completed the process of upgrading the automation infrastructure to ensure maximum bandwidth and throughput of networking devices used to support course curriculum. Although the budget included all upgrades, maintenance of the systems will continue to provide challenges for ensuring proper funding of information technology equipment and personnel.

Leader Network: The Leader Network was established as part of the Battle Command Knowledge Systems initiative and assigned to CGSC for leadership. Through the Leader Network, CGSC provides oversight to a collection of independently managed communities of practice called Professional Forums. The Leader Network links

these separate forums into a larger "federated" organization to support horizontal knowledge transfer across communities. The Leader Network also maximizes the knowledge generated by collecting the information into an extremely valuable tool for identifying emerging trends and concerns to the larger institution as a whole.

The Leader Network fundamentally provides the following:

- Concepts and strategies for creating, nurturing, and improving new communities, knowledge management capabilities, and integration into leader learning and development.
- Liaison between Professional Forums, operational and institutional domains to enhance the reuse and/or integration of knowledge.
- Subject matter expert (SME) knowledge in how to identify, capture, and harvest knowledge from supported Professional Forums for horizontal sharing.
- Standard collaborative practices for enhancing cross-community sharing (Professional Forums).

The Professional Forums focus on enabling leaders at different positions and functions within the Army by tapping into their collective experiences as a peer group. The forums are narrowly focused and concerned with the needs of their individual community. The Leader Network assists in resourcing these forums, helps to identify potential for new forums, and nurtures their growth.

The Leader Network is organized around several subgroups. The Leader Network Integration Center (LNIC) provides the daily managerial oversight and general support to subordinate Support Teams and Professional Forums. The Field Grade Professional Forums Support Teams, located in CGSC, provide direct support to the development and support to a collection of communities focused on field grade officer leader development.

#### **Combined Arms Research Library (CARL)**

Resident and satellite campus (SC) students are strongly encouraged to use the CARL. The CARL is the research center for the CGSC and the US Army Combined Arms Center (CAC). Also, the Library serves other US Army Training and Doctrine Command (TRADOC) installations as well as military scholars and researchers throughout the United States and overseas. The CARL is foremost for the study of land warfare at the tactical and operational levels.

The CARL is a member of the Military Education Coordination Council (MECC) Library Working Group. In fact, Mr. Edwin Burgess, CARL Director, as CGSC's working group member, helped to develop one of the common educational standards that supports Joint Professional Military Education (JPME), Standard 7, *Provide Institutional Resources to Support the Educational Process*.

### **CARL Collections**

The CARL book collection consists of approximately 250,000 volumes concentrating on military science, history, politics, area studies, and leadership. Access to the book collection is through HORIZON, the online public access catalog, which offers students the ability to search by author, title, subject, and keyword. The catalog may be accessed from outside the library via the Internet at:

<http://comarms.ipac.dynixasp.com/ipac20/ipac.jsp?profile=carlchgsc>

The CARL document collection, consisting of approximately 50,000 technical reports, after action reports, and historical materials, covers all aspects of military science, including leadership, intelligence, weapons, equipment, training, operations, tactics, and doctrine. The CARL maintains a complete collection of Command and General Staff School (CGSS) Masters of Military Arts and Sciences (MMAS) theses and School of Advanced Military Studies (SAMS) monographs available online back to 1995 thru our digital library at:

<http://cgsc.leavenworth.army.mil/carl/contentdm/home.htm>

An extensive collection of military publications, (e.g., Army regulations, field manuals, DA pamphlets, training manuals, joint pubs), and other administrative, technical, and training publications, both current and obsolete, is also available.

The CARL Special Collections and Archives section holds a complete collection of CGSC instructional materials dating from 1882, tapes of guest speakers, and other College materials. Materials recording Fort Leavenworth's institutional life from 1970 to the present are available for use. Other materials available include VII Corps operational documents from Desert Storm, and materials from Somalia and other contingency operations. The Rare Books Room holds rare and valuable military books dating from the 17th Century.

### **CARL Database Access**

Through several commercial vendors, the Library has on-line access to over 20 commercial databases, which contain full text publications, citations and abstracts for articles from some

18,000 periodicals; including over 50 full text national newspapers; the complete text of most English language wire services; and, extensive Congressional information. These online databases are invaluable research assets that greatly increase access to information. Reference librarians assist non-resident students, or can perform searches for students, as appropriate. Students can obtain the materials cited above from the CARL collection or from other libraries through the interlibrary loan network. For remote access to our databases please log-in to Blackboard and then go to the Combined Arms Research Library Tab. Once you are at our Blackboard home page select the link to our databases.

The CARL is closely connected with the Center for Army Lessons Learned (CALL), which captures historical source documents from Army operations, digitizes them, and makes them available to CGSC students and qualified researchers. Students may search out and print operations orders, fire plans, lessons learned, and other documents produced in post-Vietnam contingency operations such as Desert Storm, Somalia, Rwanda, Hurricane Andrew, the Loma Prieta earthquake, Haiti, Bosnia, and many other operations. This database continually expands as new operations and areas of military concern open.

The library has six major military databases: Janes Online Defense, the Joint Electronic Library (JEL), the Military Periscope (USNI), the Air University Index to Military Publications (AULIMP), the Military and Government Collection (Ebsco), and the Proquest Military Module. Janes Online provides us with their Intelligence Review, Sentinel country studies, the Islamic Affairs analyst, and the World Insurgency and Terrorism database. JEL online ([www.dtic.mil/doctrine/jel/index.html](http://www.dtic.mil/doctrine/jel/index.html)) provides the full text of selected doctrinal publications from all services. The Military Periscope is a commercial fee-based database systems offering daily news updates, unclassified international orders of battle, and major weapons systems descriptions. AULIMP, a paper index going back to 1946, selectively indexes and abstracts military magazines, and the EBSCO and Proquest databases offer full-text articles from many military and defense related publications. Students contact reference librarians for assistance in using these tools.

### **CARL Periodicals**

The Library subscribes to more than 600 magazines and newspapers in print. Back files of many more periodicals are available in either paper copy or microfilm.

### **CARL Support to Satellite Campus Program**

Satellite campus students contact the CARL for research assistance. The CARL's World-Wide-Web home page (<http://www->

cgsc.army.mil/carl/index.htm) provides a substantial list of specialized Internet resources and a contact point for requesting reference librarian help, either by phone or email. The "Ask a Librarian" feature on the CARL Home Page is a useful tool in requesting assistance on a particular topic or for answering questions. Reference librarians can respond by telephone or by email, and can deliver bibliographies, photocopies, electronic documents, and other materials to non-resident researchers. Satellite campus students may borrow most library materials via inter-library loan.

### **CGSC Book Store**

The CGSC Book Store, managed by the Army and Air Force Exchange Service (AAFES), is located in the basement of the Lewis and Clark Center. A wide variety of merchandise and services is available through this support facility. Students can purchase items from an extensive array of hardbound and paperback books, school supplies, calculators, stationery, greeting cards, and software. Satellite campus students may order books from the bookstore. In addition, satellite campus faculty attending FDP1 may purchase and order materials from the bookstore.

### **Physical Resources**

#### Resident Campus

Since 1958, the US Army Command and General Staff College (CGSC) occupied Bell Hall, a structure that over time deteriorated, became outdated as an educational institution, and was not economically repairable. Over a three-year period (2004-2006) the Department of the Army funded a replacement building of 410,000 square feet costing \$115M to build. Other funding for equipment, furniture, automation and audio-visual equipment, and information systems totaled over \$33M. This building, the Lewis and Clark Center, now houses CGSC and its flagship course, the Intermediate Level Education (ILE) Common Core and the Advanced Operations and Warfighting Course, and the school that delivers that education, the Command and General Staff School (CGSS).

The Lewis and Clark Center provides 96 advanced general classrooms and seven special purpose classrooms to support state-of-the-art educational technology. The building also contains a sensitive compartmented information facility (SCIF) and secure classrooms for sensitive information. In addition, Eisenhower Auditorium and Marshall Auditorium support CGSC as well as Fort Leavenworth and the local community. Parking is available for an estimated 1,400 students, staff, and faculty, a vast improvement over the parking space numbers for Bell Hall. There is increased administration and support space to accommodate growth of staff and faculty.

Students, staff, and faculty enjoy a full-service cafeteria, which contains Einstein Brothers Bagels and More, Charlie's Hot Subs, Subway, and Anthony's Pizza. A bookstore and a barber shop are also on the first floor next to the cafeteria.

The Lewis and Clark Center is a premier facility, designed primarily to deliver ILE to Army, Sister Service, and International officers. The Army and Fort Leavenworth are proud of their newest building, as are the personnel who work and attend classes in it daily.

### Satellite Campuses

The facilities used for ILE at the three satellite campus (SC) sites are closely configured to the classrooms used at Fort Leavenworth. As models, the Command and General Staff School (CGSS) used the Lewis and Clark model classroom in Eisenhower Hall and the classrooms used in Eisenhower Hall for the School of Advanced Military Studies (SAMS) and the School of Command Preparation (SCP). Office space was modeled on general instructional building administration spaces. These specifications went to the three installations for action in either building new or modifying existing space to accommodate ILE.

#### Fort Lee, VA

The Fort Lee SC is hosted by the Army Logistics Management College (ALMC), using four dedicated classrooms on the third floor of ALMC's "C" Wing. Each classroom is approximately 1,290 square feet, which meets Army standards. Seven dedicated administrative spaces are on the first floor of ALMC's "A" Wing. In addition, students have use of ALMC's computer lab and library.

#### Fort Gordon, GA

The Fort Gordon SC is housed in the US Army Signal Center and School of Information Technology (SIT). Four classrooms are dedicated to ILE students on the first floor of the SIT. Each classroom is approximately 750 square feet, which meets Army standards. Office and administrative spaces are located on the first and second floors of the SIT. ILE students have the use of the SIT computer lab and the Fort Gordon Library.

#### Fort Belvoir, VA

The Fort Belvoir SC is a separate campus located on the installation. Eight classrooms are dedicated in Barden Education Center for ILE, using 676 square feet each, also within Army standards. One administrative office space is also dedicated in Barden. The Army Management Staff College's Thayer Library, the

Defense Acquisition University (DAU) Library, and the Post Library are all within walking distance of Barden and are used by students attending ILE.

#### Equipment Requirements

All classrooms at SCs contain the same equipment standards. The CGSS and the Directorate of Educational Technology (DOET) worked together to determine the equipment needs for the classrooms and office space. Each classroom contains student and instructor Spectrum desks (Central Processing Unit and dual monitor mounting), Aeron work chairs, SMART boards (72 inches diagonal) with projection systems, magnetic dry erase boards, map posting surfaces, instructor computer workstations, student computer workstations (eight per classroom integrated in desks), laser printer stations, mobile video-teleconference capability, and mobile storage cabinets and student distribution bins and lockers. Each office and administrative area has modular workstations, laser printer stations both black and white and color, imaging systems, facsimile machines, and shredders.

#### Student Issue

The CGSS ensures each student has a standard issue of ILE materials while they attend the ILE Common Core at an SC. The CGSS ships the student and instructor issue prior to the start of each class at each SC. SC students receive the same standard issue as their counterparts attending the resident course. The SC faculty receive the same issue as the resident faculty at Fort Leavenworth.

#### Student Temporary Duty

While students attend an SC on temporary duty (TDY) status, the Military Training Service Support (MTSS) is available for their use. The MTSS manages lodging, meals, per diem, and other TDY costs to students while they attend ILE. The CGSS web site has instructions and more information on MTSS available for students to access.

#### **Financial Resources**

The Command and General Staff College continues to receive robust fiscal support from the Department of the Army and the U.S. Army Training and Doctrine Command. In addition to its base funding of more than \$47M for FY08, CGSC anticipates increases in other programs to boost its overall budget to exceed \$55M. CGSC's entire budget this year is Operations and Maintenance Army (OMA) with two minor nonappropriated fund (NAF) accounts for staff, faculty and student morale activities and an estate willed to the college that generates approximately \$2500 in interest income annually that funds activities not appropriate for the

expenditure of appropriated funds. Programmed resources are sufficient to fully support intermediate-level education with its associated requirements. In addition to the funds indicated here, the college should receive approximately \$32M dedicated to Civilian Education System and operation of the Army Management and Staff College headquartered at Fort Belvoir, Virginia with AMSC-West operating at Fort Leavenworth.

Approximately one-half of the CGSC budget is spent on labor costs to include salaries for its teaching faculty. The second largest consumer of funds is for contracts that provide analytical, technical, and administrative services that are not organic to college programs.

Although not included in the initial FY08 budget reports provided to CGSC, TRADOC and the Army remain committed to satellite campus operations and continue to provide funding as required to ensure their operations. We have successfully operated the satellite locations in this manner in past years and anticipate no shortfalls this year or in the future. CGSC's level of funding continues to provide for a complement of teaching faculty and provides funding for exercise support and guest speakers at each site. We also provide funding necessary for satellite campus faculty to travel to Fort Leavenworth for instructor training and professional development opportunities.

The CGSC receives funds adequate to maintain distributed learning courseware and provide administrative services to DL students. During a 2007 manpower review of the Department of Distance Education, TRADOC validated CGSC's requirements for increased faculty and administrative staff for the department along with the commitment to provide an adequate level of funding to maintain the program through the Unfinanced Requirements (UFR) process until it is fully integrated into the budget process.

For Program Objective Memorandum (POM) 10-15, CGSC submitted issue sheets designed to normalize requirements for its Satellite Campus sites, ILE distributed learning, simulation systems training and education, Lifelong Leader Learning, and increased requirements due to the influx of advanced technology inherent to the Lewis and Clark Center. Many of these programs currently receive funds via the UFR process and leadership is confident support will continue in the future.

### **Manpower and Force Management**

The TRADOC performed an exhaustive manpower survey of CGSC during 2004, resulting in the FY07 Table of Distribution and Allowances (TDA) document that significantly improved CGSC structure over previous documents. Since then the college has submitted multiple changes thru the annual Management of Change process to refine our authorizing document and better reflect

actual college operations. The approved FY08 TDA provides authorizations for the Title 10 civilian faculty that existed only as requirements without authorizations in past years and adds subparagraphs for the Satellite Campus locations. The Army has also granted hiring authority beyond our authorized civilian manpower level to ensure the appropriate level of administrative staff to better support our intermediate level education program.

The CGSC does not anticipate any resource changes that will negatively impact on its ability to deliver its JPME curriculum or the ILE program.

### **Strengths and Limitations of Academic Support**

#### **Strengths.**

1. The Lewis and Clark Center (LCC) is truly the strength of the facilities that make up the CGSC campus. There is no other facility like it in the Army. The design was dedicated to ensuring students attending ILE received the best of everything to make their educational experience at Fort Leavenworth one to remember. The old facility, Bell Hall, outlived its usefulness, having been built in 1958. The LCC is certainly an educational institution worth seeing. Faculty offices are located on three of the four floors near the classrooms. The first floor (the basement) has additional classrooms, the cafeteria, Marshall Auditorium, and the Digital Leader Development Center (DLDC). In addition, the book store, barber shop, supply, and maintenance are also located on the first floor. The command group, Eisenhower Auditorium, the Department of Military History (DMH), the Department of Resource and Logistic Operations (DLRO) and their classrooms are on the second floor. On the third floor is the Dean of Academics organization, the International Military Students Division, and the Department of Joint, Interagency, and Multinational Operations (DJIMO) and their classrooms. The fourth floor contains the administration of the Command and General Staff School (CGSS), The US Student Division, the Department of Command Leadership, and the Center for Army Tactics (CTAC) and their classrooms.

2. The CARL is committed to providing assistance to non-resident students and faculty. Their Home Page is user-friendly and contains a wealth of information. The search engine is extensive. The "Ask-A-Librarian" initiative is most helpful. Most information is returned to the requester in a timely fashion. The CARL staff are knowledgeable and friendly, a plus to the non-resident user who is not available to visit the library in person.

3. Blackboard is a good method for housing the ILE curriculum. All students and faculty, both resident and non-resident, use Blackboard to access the curriculum.

**Limitations.** Although Blackboard is a useful method of accessing the ILE curriculum, non-resident students—"S" Course in particular—must access Blackboard through the use of Army Knowledge Online (AKO). Unfortunately, that system has a time-out function that automatically logs the student out of the lesson after a certain time. With the advent of Blackboard, the print requests for curriculum materials should have decreased. However, many students request hard-copies of the curriculum.

### **Strengths and Limitations of Academic Automation Support**

#### **Strengths:**

1. People: The military and civilian employees in the DOET are technically competent, friendly, and driven to provide the best possible support to the College.
2. Life Cycle Management (LCM): The DOET has been very successful in securing the funds necessary to ensure that the staff, students, and faculty are using the most reliable and technological up-to-date IT equipment.
3. Quality of Support: The DOET continues to provide the College and its many visitors world class IT support.

#### **Limitations:**

1. College Information System: The College upgraded the Student Management System to the College Information System (CIS). The CIS is Web-based and uses an enterprise level database to store data. Using a Web-based system will enable access from outside of Fort Leavenworth while upgrading to Microsoft Standard Query Language (SQL) database server will greatly increase reliability and the number of concurrent users that can access the system. Concurrently, we are consolidating a number of disparate stand-alone databases in the College to centralize data storage and reduce data duplication. However, the CIS still has some problems that the College is working to rectify.
2. Classroom Design for the Lewis and Clark Center: The design of the Lewis and Clark classroom is the most advanced of any currently in use by any institution (civilian or military) and will require a unique, and highly technical, skill set for those that support the learning activities. The sheer increase in available computing devices will drive increases in the existing manning levels. In addition to the personnel required to support the increased automated data processing (ADP) architecture, a new, and currently unavailable, skill set will be needed to exploit the advanced remote support capabilities of the planned Network Operations Center for video and VTC. The DOET will supervise an automation support team for the 2,000-seat auditorium.

3. Advanced Distributed Learning (ADL): The ADL Course is currently in use. However, a sustainment plan for previously designed ADL modules is currently in the unfinanced resources (UFR) process.

Despite the concerns described above, DOET is committed to providing quality automation requirements for the College.