# A REPORT OF THE UNITED STATES ARMY COMMAND AND GENERAL STAFF COLLEGE 1984-85 INSTITUTIONAL SELF-STUDY

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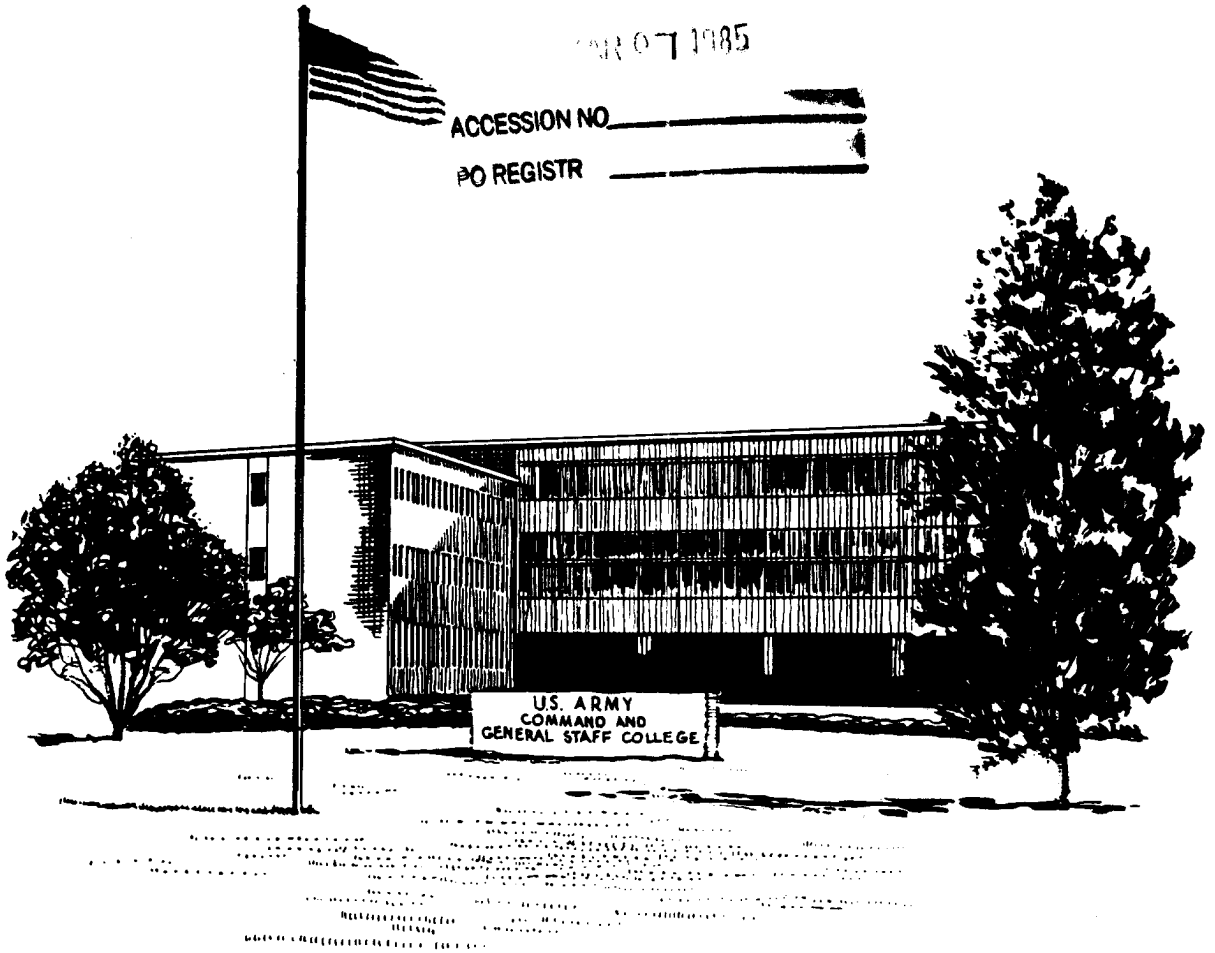


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The primary purpose of this Self-Study Report is to renew and continue the accreditation process that began with the initiation of the Master's of Military Art and Science program in 1964. The Report provides a comprehensive assessment of the College's strengths and concerns, as measured against the North Central Association's requirements, as well as an action plan for success in the future. The Study has five objectives: 1) conduct a meaningful self-appraisal; 2) link self-appraisal to College realignment; 3) address previous concerns of the North Central Association accreditation team that conducted the 1976 review; 4) review new programs; and 5) secure continued accreditation..

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# COLLEGE CREST

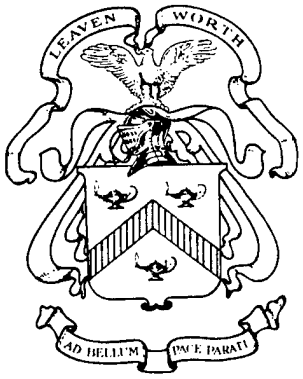


Figure 1.

The CGSC crest (figure 1), which is based on the Leavenworth family coat of arms, was designed in 1907 by Captain Henry E. Eames, 10th Infantry, an instructor in the Department of Engineering of the General Service Schools. A description of the crest, as approved by the Secretary of War in 1925, follows.

Blazonry

Shield: Argent, a chevron azure between three lamps of the like flamed proper.

Crest: On a wreath of the colors (argent and azure), an eagle displayed proper in his beak a scroll bearing the word "Leavenworth" gules.

Motto: Ad bellum pace parati (prepared in peace for war).

The chevron indicates the martial character of the College, while the three lamps symbolize study and learning and typify the three-part Army -- Active Army, Army National Guard, and Army Reserves.

The eagle crest is the National Emblem perched with extended wings to indicate alertness.

The closed helmet in profile indicates a gentleman or esquire, while the red mantling with the colors of the shield completes the National Colors.

The colors used indicate:

Argent (silver-white) - purity
Or (golden, yellow) - nobility
Azure (blue) - justice
Gules (red) - valor

ACKNOWLEDGEMENTS

The College owes special recognition to many people who have played inconspicious but invaluable roles in conducting its self-study and preparing this report. Appreciation is due to the 1984 and 1985 CGSC Advisory Committees for wise counsel in planning and executing the project; to USAR Colonels John R. Breitlow and Richard D. Blocker who conducted the comprehensive Master of Military Art and Science program review included; to Lieutenant Colonels Dan Raymond and Mark Maunsell for timely assistance to the Self-study Coordinator; to the members of the Delegate Steering Committee who drafted the text; to Joseph Guerrein, Marilyn Hoskin, and Ernest Lowden for expertise in survey construction and analysis; to Naomi Royston and Jeff Miller for efficient data processing; to the Training and Material Support staff who assisted with survey distributions; to Alta Garner, Betty Duree, and Gail Miller for editorial expertise; to Lee Ann Brookes and Connie Maunsell for textual review and suggestions; to Sergeant First Class Charles W. Thompson and his staff for tirelessly responsive word-processing; to Helen Davis and Marilyn Harre for dedicated support in more forms than can be counted; and to the people of the Fort Leavenworth Media Support Center for constant cooperation in the report's production and publication.

A REPORT OF
THE U.S. ARMY
COMMAND AND GENERAL STAFF COLLEGE
1985 INSTITUTIONAL SELF-STUDY

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## FOREWORD: PURPOSE OF THE REPORT

The self-study report that follows represents the combined efforts of a great many people who collectively have sought, through more than a year's inquiry and deliberation, to assess objectively and to describe accurately the current performance of their own institution. As the text of the report shows, this process has been, perhaps not surprisingly, one of discovery. We have found that in most cases our institutional intents and outcomes appear to correlate closely, and from those correspondences we draw gratification. In some other instances, we have learned that our ambitions and our achievements are less congruent than we had thought and hoped, and for these discrepancies we have begun to devise corrections. On balance, we believe that our self study reveals an energetic, dynamic institution moving into its second century with a clear sense of yesterday's achievements, today's obligations, and tomorrow's challenges. The single purpose of this report is to elucidate that study for all who share the College's interests.

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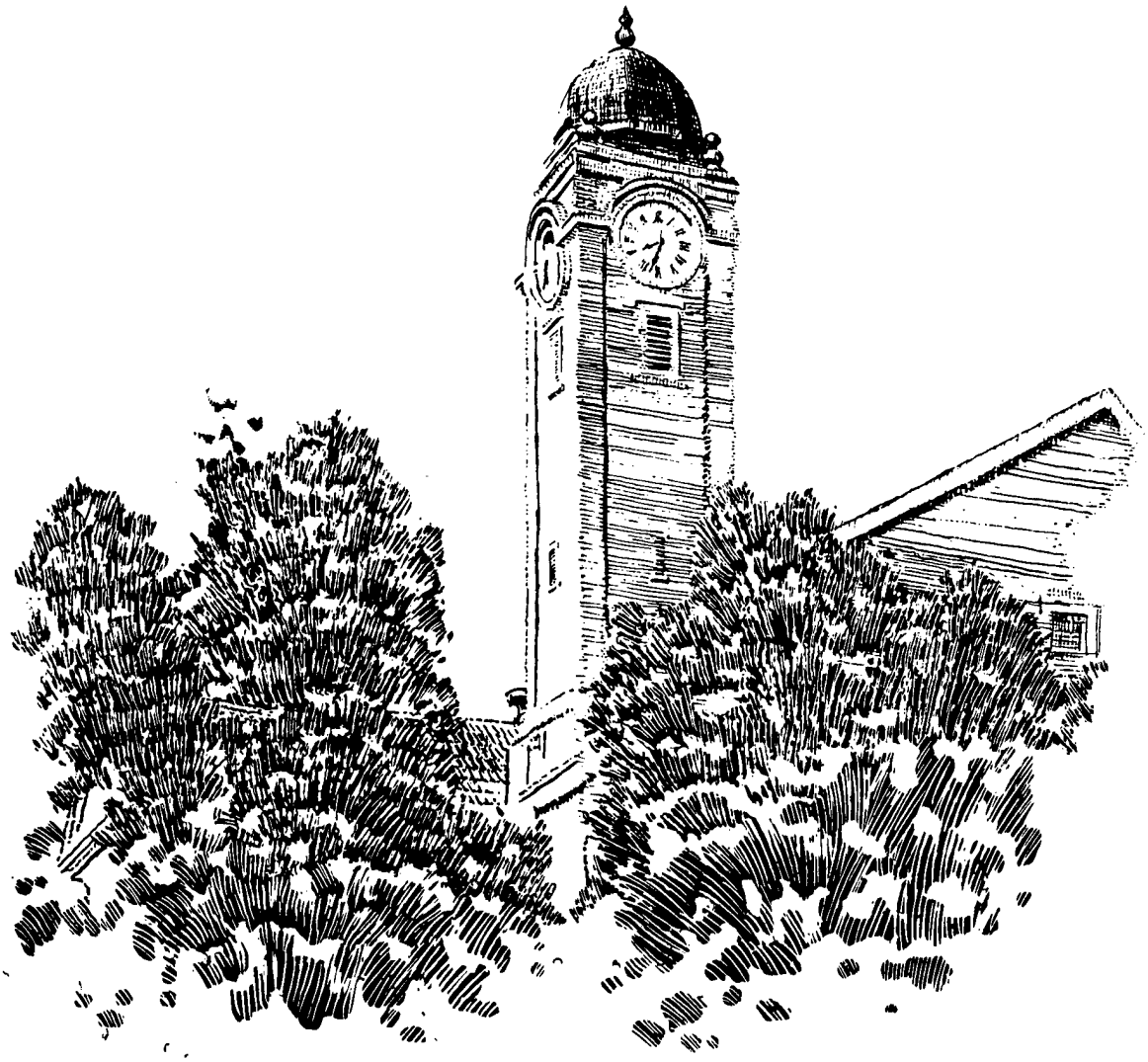


# PART I

# OVERVIEW

# CHAPTER 1

# INTRODUCTION TO THE REPORT

## INTRODUCTION TO THE REPORT

I. ACCREDITATION HISTORY. Because the Command and General Staff College (CGSC) was first fully accredited in 1976, the institution's accreditation history is quickly recounted. The chronicle properly begins with the suggestion made in the early 1960's by the late General Harold K. Johnson, then CGSC Commandant and later Army Chief of Staff, that the College should consider offering a military master's program. After considerable investigation this degree, called the Master of Military Art and Science (MMAS), was first offered to members of the 1964 CGSC Regular Course class. Some 19 student officers chose to take part and completed the program that year.

With the new program launched, CGSC applied for and was granted North Central Association (NCA) candidate affiliation in 1963, with full membership status hinging on the pending issue of whether Congress would authorize the College to award the degree. National priorities at the time, however, did not favor Congressional approval, for in the midst of the Vietnam buildup and the nation's further involvement in Southeast Asia, the Congress and the Army were deeply committed to addressing other concerns. Thus, even after much effort toward gaining authorization had been expended, the initiative failed, and in 1968 the NCA accordingly withdrew the College's candidate status.

Eventually, with America's withdrawal from Southeast Asia in the early 1970's, CGSC attempted to secure the approval of Congress to grant the degree. Accordingly, a coalition led by Senator Harold Hughes of Iowa mustered the support necessary to gain authorization for the master's program, and in 1974 President Nixon signed the proposing bill into Public

Law 93-365. With the long-sought authorization obtained, the College turned again to the NCA in 1975 for accreditation, was granted candidate status once more, and then was granted full membership in March 1976. This achievement marked a major milestone in CGSC history.

The 1976 NCA on-site team was pleased with what it found at CGSC: a strong, nationally prominent institution served by capable leadership, a well-qualified faculty, energetic students, rigorous academic programs, reliable funding, and an impressive physical plant. At the same time, the team voiced several concerns cited below under the discussion of this self-study's goals. For those reasons, the 1976 team recommended a 5-year term of accreditation with an interim review midway through that period. This interim review, which focused on the two concerns raised by the original team, took place in the spring of 1979 and, significantly, was so successful that the new team recommended accreditation extension for another 5 years. Later, the College sought and was granted an additional 1-year extension to accommodate a leadership change. Thus, the on-site visit marking the end of that extended term is the one now scheduled for April, 1985.

II. GOALS. In commencing its self-study, CGSC set forth five goals that it deemed realistic and that were probably much like those of other institutions beginning similar reviews.

A. Conduct a Meaningful Self-Appraisal. Given the relationship between accreditation and institutional merit, the College's primary goal was to conduct the most revealing self-study possible within available resources. Rather than view the study merely as an exercise in meeting prescribed standards, CGSC resolved from its earliest planning to carry the light of its review into every corner of the institution's life and to examine each

with candor. At base lay the pragmatic conviction that only the most dispassionate confrontation with CGSC's strengths and weaknesses would yield usable results and thus justify in practical terms the time and effort the study demanded. Lending depth to this conviction was the knowledge that, among educational institutions, CGSC bears a special responsibility to perform at the limits of its capabilities, for the College's ultimate purpose is to help ensure the nation's defense. Assuring the best self-study within CGSC's powers is simply, but profoundly, consistent with that high charter.

B. Link Self-Appraisal to College-Wide Realignment. In the judgment of CGSC leaders, the institution by 1984 had come to the conclusion not only of a century of service but also of a decade of change that began with the service-wide reassessments of Army means and ends following the Vietnam period. Over these years, the reexaminations and revisions accomplished in the wider Army naturally have produced an assortment of new demands on CGSC's curriculum and pedagogy as well as changes in the institution's place and role in Army education. For these reasons, the leadership resolved in 1984 to study and then implement a sweeping realignment of College functions and purposes, establishing new departments, repositioning others, and disbanding still others to meet CGSC's current and future responsibilities. In this context, the timing of the NCA requirement that CGSC undertake its first comprehensive self-study in 10 years could not have been more fortuitous, for the demands created by the self-study proved complementary to the College's own efforts. Either exercise--realignment or self-study--would have been impoverished by the absence of the other; together they have helped produce a more efficient and responsive College than otherwise would have been possible.

C. Address Previous Concerns. CGSC's third goal was to address, in the context of the realignment, the eight concerns expressed by the NCA team that conducted the College's 1976 comprehensive review. While in one sense, these concerns are addressed repeatedly throughout this report, CGSC's specific response to each of the eight concerns is summarized in Chapter 8. Restated briefly, these concerns were:

1. Maintenance of program quality if faculty tours remain at 3 years.

2. Maintenance of program quality under development, reorganization, and expanded mission.

3. Absence of faculty members on the Advisory Committee.

4. Minimal input from the larger academic community on the broader issues of educational philosophy and practice.

5. Lack of a professionally qualified research librarian.

6. Crowded faculty offices.

7. Distracting educational atmosphere in curtain-divided classrooms.

8. Lack of reward system within the military for teaching and research talents.

D. Review New Programs. CGSC's fourth self-study goal was to assess, insofar as possible, significant changes that have occurred since the 1976 review. Two of these changes involve new schools added to the College by the Department of the Army. The others result from the realignment of other major departmental functions undertaken in 1984. These changes signify CGSC's continuing obligation to respond creatively to a changing world, and each is addressed in Part II of the report.

E. Secure Continued Accreditation. Finally, of course, the College wished to continue its status as a master's degree-granting institution. Since first gaining accreditation in 1976, CGSC has worn this recognized badge of scholastic excellence proudly, striving to form its policies and conduct its affairs according to the precepts of accepted academic practice. In offering its unique Master of Military Art and Science program, in engaging formally with peer institutions for cooperative degree purposes, and in relating with the rest of the educational community, the College has come to treasure its accreditation and the recognition it entails. Although CGSC realizes that accreditation results from institutional merit and should not be viewed as an end in itself, an enumeration of self-study goals that did not include continued accreditation would be less than complete.

III. CONDUCT OF THE SELF-STUDY.

A. Plan. From the study's outset, the College's top leadership recognized its overriding importance for the institution and therefore accorded it a high position among CGSC priorities. To implement the study, the leadership developed a detailed but straightforward self-study plan designed to produce an orderly and searching review of the College's diverse activities. Once approved by the NCA Commission on Higher Education, this plan was published and circulated by the College leadership among all CGSC personnel to encourage maximum understanding and participation throughout the institution for the duration of the study. The plan included the following specifications for the study's conduct.

B. Decentralization. The College quickly determined that the real benefits of its self-study would increase in direct proportion with the number of departments and people substantially involved in it. Thus, rather

than assign the undertaking to a small task force, as is common in accomplishing military missions, CGSC delegated responsibility for the study's component parts to virtually all College departments. As a result of this wide participation, the entire institution shared directly in the project's aggregate effort and therefore in the discoveries that are the self-study's intrinsic rewards. Although the effort required of these participants was extensive, as later pages will show, the participants agreed at the study's conclusion that the rewards were indeed appreciable.

C. Steering Committee. To define, organize, and control the self-study process, CGSC adopted a bi-level Steering Committee composed of all the College's top leadership and a matching rank of subordinates. At level one, chairing the Executive Steering Committee, was the Deputy Commandant, a major general bearing responsibility for the College's overall operation. Completing the Executive Steering Committee were the 19 directors of the College's principal academic and support departments. Chiefly colonels, these key officers assisted the Deputy Commandant in devising the self-study plan, in establishing the standards by which it would be actuated, and in assuring quality control throughout the project.

At level two, immediately below the Executive Steering Committee, was the Delegate Steering Committee. This group, composed of one subordinate for each executive on the higher Committee, was charged with implementing the Executive Steering Committee's decisions within CGSC's departments. The responsibilities of its members (lieutenant colonels, experienced majors, and tenured civilians) were to organize the energies of the staff and faculty in their respective departments, to involve them significantly in the work of the self-study at that level of the institution, and to present

the results of their efforts to the Executive Steering Committee for consideration and approval.

This bi-level committee provided the double advantage of committing the College's most senior administrators to the study for overall coordination and review while assigning closer management of the project to the delegates. The contributions of the Committee's two levels, working in concert, complemented one another effectively.

D. Major Guidelines. To gain maximum benefit for all departments taking part in the study, the Executive Steering Committee required each to base its self-examination upon the four principal criteria cited by the NCA as fundamental to a complete review. Thus each department assessed its own mission statement, resources and organization, mission accomplishment, and mission continuity (planning for the future). In the Committee's judgment, much of the appeal in this approach lay in the four criteria themselves, for they are at once general enough to permit necessary variations in departmental responses and rigorous enough to produce comprehensive self-assessments. From administrative departments responsible for College-wide functions and programs, the contributions generated eventually spoke for the entire institution. From teaching departments or other units with a more specialized focus, the contributions showed greater restriction. Yet all participants, regardless of scope, benefited from the advantages that arose from such an inclusive review.

E. Organization. Given these departmental responses to the four-criteria guidelines for conducting the self-study, the College chose to organize its report in two parts. In general, Part I presents the assessments of departments with responsibility for the mission, resource and organization, mission accomplishment, and mission continuity of the

institution as a whole. Part II chiefly presents the more narrowly focused assessments conducted by the numerous, more specialized departments. One departure from standard practice in Part I is that, in order to fit criteria 2 more closely to the College's actual organization and operation, the discussion of resources occupies all of Chapter 5, while the discussions of CGSC's organization and governance are functionally linked in Chapter 3. Part I should be read first because it provides both basic institutional information and, in Chapter 10, the report's institutional summary (embracing the contributions of all individual departments). Part II should be read second (or referred to as desired while reading Part I) to gain an appreciation for the individual achievements of these departments. Neither part is complete without its companion; together they yield a comprehensive understanding of the College as it is today.

F. Surveys. To help validate the conclusions reached in its self-examination, the College surveyed four populations able to assess the institution's performance. The first population was the CGSOC Class of 1983. Now removed from CGSC by more than a year, they are the College's most recent graduates who have been assigned elsewhere long enough to have developed a nonstudent perspective on their experience here. The second group surveyed was a smaller population consisting of more senior officers attending the Pre-Command Course, an intensive 2-week review of topics crucial to command success at battalion and brigade levels. Their perspectives on the College were grounded in CGSOC attendance generally 3 to 10 years ago and therefore potentially different from those of our recent graduates. The third group was a random selection of supervisory officers for whom CGSC graduates have worked in recent years and who have developed impressions of graduates' collective skills and abilities. The fourth

population was CGSC's own current staff and faculty who took part in their departments' contributions to the self-study, but whose individual views also seemed worth soliciting. The results of these surveys are presented in Chapter 8, which summarizes the College's overall sense of its mission accomplishment.

G. Drafting the Report. Over the months of the self-study's conduct, participating departments periodically were required to submit drafts of their findings through the Delegate Steering Committee to the Executive Steering Committee. The Executive Committee then reviewed the drafts for compliance with the guidelines it had provided and for cross-departmental consistency before returning them for revision (although necessary variations in departmental formats were permitted). After several repetitions of this procedure, the resulting composite draft was presented to CGSC's distinguished Advisory Committee for appraisal, then was turned over to three of the College's editors for adjustments in style and format. Although every effort has been made to avoid specialized military terminology wherever possible in the text, some language of this kind proved necessary and suggested the Glossary to be found in Appendix B. Following incorporation of the Committee's recommendations and editors' suggestions, the final report was prepared for duplication and delivery to the NCA and the appointed Evaluation Team. To complete the self-study process, and in the belief that the product directly should serve to enrich the work of the staff and faculty, copies also were widely distributed for their perusal.

Although CGSC's self-study process may have been more laborious than some others, it preserved the intended advantages of involving all self-study participants to the very end of the project. The Executive

Steering Committee acknowledges that because the report has many contributing authors, minor stylistic and format variations to a degree distinguish its chapters. These differences are moderated, however, by the common guidelines followed by each author and by the general format consistency imposed by the report's editors. In any event, the Committee believes that these variations in style are a small price to pay for the broad participation and learning which the self-study yielded when conducted in this manner.

# CHAPTER 2

# INTRODUCTION TO THE COLLEGE: MISSION

## INTRODUCTION TO THE COLLEGE: MISSION

I. MISSION. The purposes of this chapter are to define the CGSC mission, depict briefly the mission's history, explain its importance within the wider mission of the Army school system, discuss the process by which the mission is developed and implemented, and describe the means by which it is regularly reviewed.

A. Mission Definition. Briefly stated, the College's two-part mission is understood throughout the Army as aiming--

1. To develop leaders who will train and command units at the tactical and operational levels and

2. To develop and assist in the promulgation of combined arms doctrine.

The full implications of this mission are explained in the pages ahead but are best appreciated against a brief sketch of the historical background out of which the mission arose.

B. Mission Origins and Development. To protect the growing trade between the United States and Mexico, the War Department in March 1827, ordered Colonel Henry Leavenworth to establish a post on the banks of the Missouri River near the starting point of the Santa Fe Trail. Soon known as Fort Leavenworth, the post served for 25 years as one of the last bastions of government authority on the road west. From the fort, expeditions departed to explore the plains and mountains and to maintain the peace between whites and Indians. During the war with Mexico, Fort Leavenworth served as the point of departure for several columns operating in the southwest and as the logistical base for garrisons established in the newly won territory. In the 1850's, troops from the fort attempted to maintain order during the controversy over slavery in Kansas Territory. During the

Civil War, the post served as an enrolling center and supply base for operations in the surrounding area. After 1865, as the frontier of settlement moved westward, the administrative and logistic mission took precedence over other post functions.

By 1881, Fort Leavenworth's logistic operations were in decline and its role as a military detention center, while growing, had not yet attained prominence. In that year, however, an institution was established at the post which has been chiefly responsible for making the name "Leavenworth" a household word in military education. On May 7, 1881, the commanding general of the Army, William T. Sherman, directed the establishment of a School of Application for Infantry and Cavalry at the post. This school, whose mission was to improve the poor state of professional training in the officer corps, grew slowly in its first 5 years of life as operational necessities often called away both faculty and students for extended periods.

The School of Application, renamed the U.S. Infantry and Cavalry School in 1886, began to improve its reputation 2 years later under a new commandant, Colonel Alexander McCook. During the following decade, the institution developed into a sophisticated school for training junior officers. Two gifted instructors, Arthur Wagner and Eben Swift, led the Army in the development of both training techniques and military doctrine to support that training. These two men, and others like them, established instructional standards that made the name Leavenworth synonymous with professional officer education. By 1898, the Infantry and Cavalry School had become a significant factor in the development of theory and practice within the US Army. In that year the school closed because of the Spanish-American War and did not reopen until 1902.

As a result of its Spanish-American War experience, the Army learned that it needed general staff officers who could plan a national mobilization and administer such large units as a mobilization would produce. In response to this need, a major reorganization of the Army's school system took place with the school at Fort Leavenworth at the center. Thus, the Infantry and Cavalry School was re-established in 1902 with a 1-year course and was renamed the School of the Line in 1907. It was joined by three other schools for junior officers in signal, field engineering, and field medical service. The best students from the School of the Line remained at Leavenworth for an additional year of study at the Army War College. Together these institutions were known as the Army Service Schools.

The dominant personality in these schools was Major John F. Morrison, who taught at Fort Leavenworth from 1906 to 1912. Morrison completely reorganized the curriculum to teach tactics and staff procedures in a systematic, progressive manner. In addition to Morrison, the Army Service Schools during this period included a galaxy of students and instructors, including George Marshall, William Mitchell, and Douglas MacArthur, who later reshaped the US Army. In 1916 the Army Service Schools again were closed, as first the Mexican crisis and then American entry into World War I required the services of all available officers. Yet by 1916, the high quality of instruction had made these schools the voice of Army doctrine and staff procedures. Although fewer than 700 officers had been graduated from the schools between 1904 and 1916, these graduates dominated the staffs of the American Expeditionary Force in France.

Following World War I, the Leavenworth schools reopened and once more became the primary activity of the post. During the 1920's, they were reorganized into the Command and General Staff School. This institution

expanded to a 2-year format between the years 1928 and 1935 but, in 1936, reverted to a single year to accommodate the Army's increasing need for Leavenworth-trained officers. In the years between the two World Wars, Leavenworth graduated approximately 4,000 Regular Army and 500 National Guard and Reserve Officers. The school's mission of preparing officers for command and staff positions at higher echelons was a significant factor in the American military successes of World War II. Virtually every senior commander and staff officer of the Army, including the Army Air Corps, had been to Fort Leavenworth during the 1920's and 1930's. Dwight Eisenhower graduated first in the class of 1926 and, coincidentally, learned to play golf during his time here.

The world crisis that culminated in World War II brought enormous changes to Fort Leavenworth. To meet the needs of a greatly expanded Army, the curriculum of the Command and General Staff School was drastically modified and shortened to only 10 weeks. During the course of the emergency, more than 19,000 officers earned diplomas from these special wartime courses. To accommodate this influx of students, a great expansion of classroom facilities occurred with riding halls, stables, gymnasiums, and recreation buildings all being pressed into service.

In the years since World War II, Fort Leavenworth has continued its traditional mission of officer education. The Command and General Staff College, which took its current name in 1947, has continued to maintain its reputation as the Army's senior tactical school. The flagship of the college's offerings, the Command and General Staff Officers Course (CGSOC), in 1946 became a 1-year program extending from mid-August through mid-June, and this pattern continues today. Over the last 40 years, the student body has increased from approximately 400 per year to the present total of 980 in

1984-85. Since 1959 the College has been located in James Franklin Bell Hall on historic Arsenal Hill.

Over the years, the curriculum of CGSC has been changed as the needs of the Army have changed. An especially significant event was the inauguration in 1963 of the Master of Military Art and Science Degree program. During the 1970's the college broadened its view of officer training to what was known as the "whole man" concept. Students not only received a common core of instruction but also were encouraged to diversify their programs by taking elective courses that would meet individual professional needs and personal desires. This elective program has continued into the 1980's and has been refined and focused into several broad areas of concentration.

Continuing reassessment of the Army's educational needs has led the Command and General Staff College to establish additional courses of instruction to complement the Command and General Staff Officers Course. Since 1981, a 9-week Combined Arms and Services Staff School course has taught staff procedures and techniques to officers in the grade of captain. This innovation permits the CGSOC to concentrate upon the higher cognitive levels of analysis and synthesis. Beginning in 1983, selected graduates of the CGSOC have remained at the college for a second year as members of the Advanced Military Studies Program. In addition, the College has established an expanding program of functional courses attended by both Active and Reserve Components officers on temporary duty to meet the continuing professional development needs of the Army.

When coupled with its responsibilities in the area of doctrine writing, the College's broad educational charter ensures that the institution will remain at the heart of officer development in the US Army. The establishment of the College and its evolution into the present institution

tell a story of continuous progress in military education and training. It is the story of the development of a professional military graduate school esteemed throughout the world.

II. CURRENT MISSION AND THE ARMY SCHOOL SYSTEM.

A. The Army Education System. As the Army considers its current worldwide responsibilities and anticipates the challenges of the future, its long-established belief in the value of a well-educated officer corps assumes even more importance than it has been accorded in the past. To address these needs, the Army of the twentieth century has evolved an extensive school system. Its overall mission is to provide professional education for every commissioned officer and to conceive and write the Army doctrine that underlies instruction at all the schools and is practiced by the Army in the field. In its totality, this large and influential system is known as the Training and Doctrine Command (TRADOC), with headquarters at Fort Monroe, Virginia. The overall design of the TRADOC school system and of each student's individual education aims to prepare the officer progressively for the increasingly complex duties he will perform as his professional responsibilities increase.

B. CGSC's Place in the TRADOC Progression. In brief, every second lieutenant attends the 16 to 19-week Officer Basic Course particular to his branch and offered at its branch school, located at an Army post within the United States. There he gains the knowledge fundamental to successful early performance in that branch. After completion of this course and several years' experience in the field, he returns for the 20 to 26-week branch Officer Advanced Course, which imparts those additional skills essential for effectiveness in branch positions at company and battalion levels. Following more duty in the field, almost all officers next attend the

Combined Arms and Services Staff School ($CAS^3$) at the U.S. Army Command and General Staff College (CGSC), Fort Leavenworth. New in 1980-81, and combining students from all branches, the $CAS^3$ course presents the more complex skills and techniques necessary to staff officers serving at battalion, brigade, and division levels. Still more duty in the field next occurs, followed by competitive selection for the 10-month CGSO Course, which focuses primarily on the tactical and operational principles that underlie combined arms warfare on the modern battlefield. Only approximately 40 percent of eligible officers are selected for the CGSO Course, and of those a much smaller number (24 in 1984) is eventually chosen to remain at CGSC for a second year in the School for Advanced Military Studies (SAMS) to pursue exclusively operational studies in greater depth. It is during this period--while attending the CGSO Course or the SAMS Course--that students may enroll in the Master of Military Art and Science program. Finally, after yet more experience in the field and on principal staffs, some 20 percent of CGSOC graduates are selected to complete their military educations at the US Army War College at Carlisle Barracks, Pennsylvania. While additional speciality courses sometimes are required for certain officers--many of them offered at CGSC's School for Professional Development (SPD)--the progression described here accurately characterizes the general pattern of educational opportunities afforded to the officer corps. Notably, the largest share of these opportunities is presented at Fort Leavenworth.

C. CGSC's Mission within the TRADOC System.

1. Significance of CGSC's Role. The importance of CGSC's dual mission within the larger TRADOC framework is difficult to exaggerate. As stated above, that double mission is, first, to develop leaders who in peace

will train and in war will command their subordinates at the tactical and operational levels of conflict; and, second, to develop the combined arms doctrine on which that training and leadership are based. The implications of this mission are pervasive. The fact is that the College, more than any other institution, including the more widely known U.S. Military Academy at West Point and the more senior War College, provides most of the training and education by which the officer corps daily commands and manages the American Army.

2. Enrolled CGSC Students. In addition to the 980 officers in the traditional CGSO resident course, students annually receiving CGSC instruction currently include 13,000 captains and majors taking the CGSO course by correspondence; 1,200 CAS$^3$ students (4,500 when the program reaches full strength); more than 2,200 enrollees (eventually 4,600) in several shorter functional courses offered throughout the year by the School for Professional Development; 24 highly promising future leaders enrolled in the new School for Advanced Military Studies (48 in 1986 and 96 when the program matures); and hundreds of attendees at a growing number of seminars, colloquia, and other meetings held annually in Bell Hall. The CGSO course embraces not only Active Component students, but also officers from the US Army Reserve and the Army National Guard, as well as exchange students from the Air Force, Navy, and Marines. Significantly, the course additionally numbers each year some 100 officer students from 50 to 60 other nations. Many eventually rise to top leadership positions within their own countries.

3. Other Students Affected. Apart from the students participating in CGSC's own courses, all those enrolled in the TRADOC branch schools also fall under the institutions's indirect influence through integrating doctrine that the College has developed and taught at those sites. Because

of the breadth and depth of its impact on all these institutions, on the thousands of students enrolled nationally and internationally in these TRADOC schools, and on Army doctrine, CGSC today occupies a position of recognized eminence within TRADOC, the Army, and the defense establishment.

III. MISSION DEVELOPMENT AND IMPLEMENTATION. To establish a means for systematically implementing CGSC's mission throughout the institution, the College has developed over the years an elaborate "systems approach" to education. The procedure employed by the current leadership to review the mission partially illustrates the system's operation.

A. Procedure. A few months after his arrival at CGSC, the Deputy Commandant convened his department directors in round-table forum. Assisted by trained Organizational Effectiveness officers, the General and these principal advisors carefully re-examined the College's mission components and revised its official mission statement. Next, using the new mission statement as a base, the group derived six goals that, once attained, would signify mission accomplishment. Then, in support of each of the six goals, the group defined a list of objectives that, when achieved, would indicate that the goals had been reached. The Deputy Commandant then adjourned the meeting to permit reflection on these measures and reconvened it several months later to review them in the perspective of time and deliberation.

With only minor adjustments, the definitions developed earlier still appeared valid, and the directors again returned to their respective departments, this time to lay out within their own units the specific tasks (e.g., teaching, research, writing, counseling) to be accomplished in support of the objectives formerly established. In this way, with each department working at specific tasks tied directly to larger objectives and College-wide goals, a systematic chain of mission implementation was laid

throughout the institution. As a result, each department's individual current mission is, in fact, a component of the College's larger mission, all parts together forming an orderly whole. To consolidate the utility of this approach, each department director was next charged with tying this taxonomy to the performance standards by which he and his subordinates are formally evaluated. Thus, the contribution of each member of the institution to CGSC's mission accomplishment is directly reflected in his daily work and his official performance appraisal, reinforcing the common understanding of the mission and of each officer's place in its achievement. A summary of the mission taxonomy described above and currently in place follows, including the mission statement formerly presented. Figure 2 depicts the relationship of the mission to its supporting goals and objectives.

## CGSC

## MISSION, GOALS, OBJECTIVES

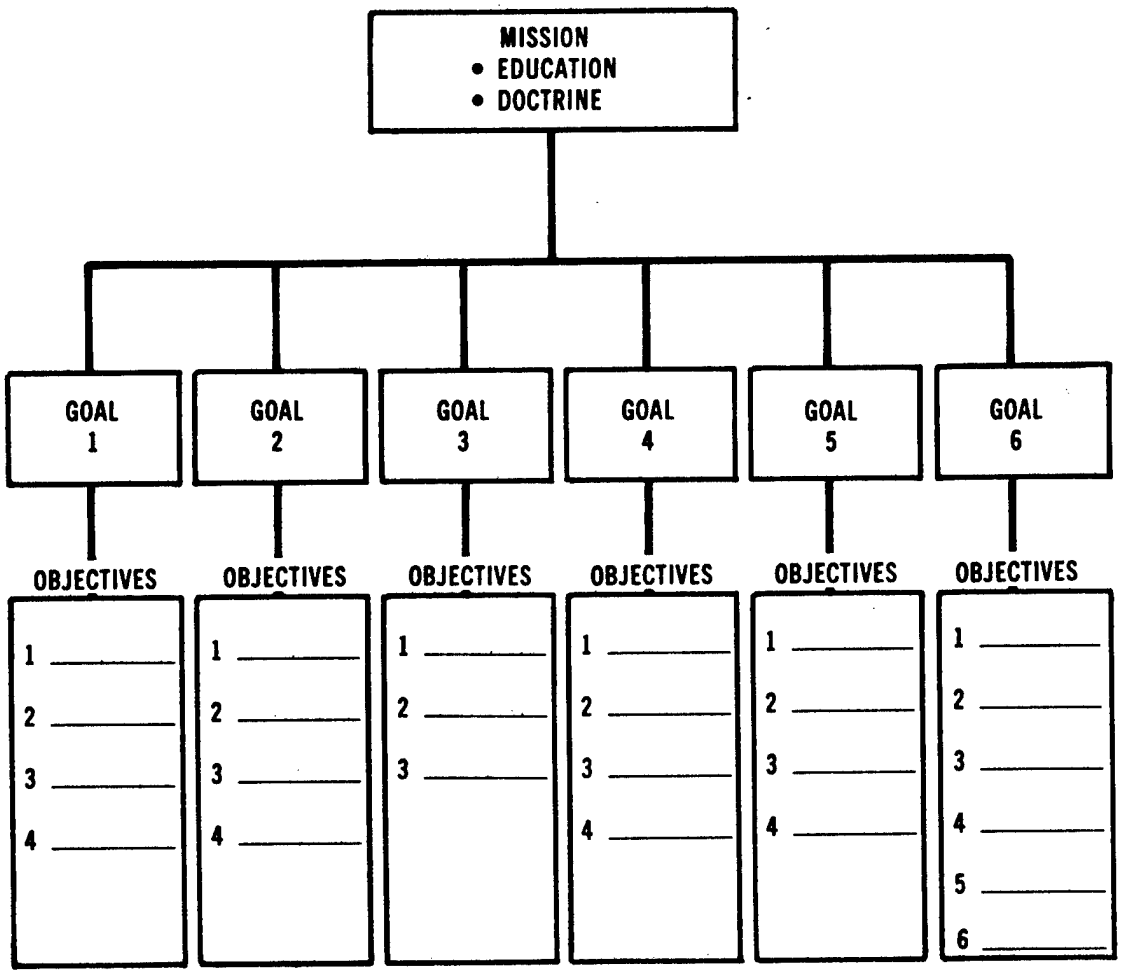



Figure 2.

B. Taxonomy.

MISSION

To develop leaders who will train and command units at the tactical and operational level;

To develop and assist in the promulgation of combined arms doctrine.

GOALS AND OBJECTIVES

GOAL 1

Train and educate leaders in the battlefield application of Combined Arms doctrine.

OBJECTIVES

1. Develop a staff and faculty who are expert in Combined Arms doctrine.

2. Conduct courses in the following schools: Combined Arms and Services Staff School ($CAS^3$), Command and General Staff Officers Course (CGSOC), School of Advanced Military Studies (SAMS), and School for Professional Development (SPD).

3. Develop leaders able to train units and subordinates based on an understanding of combined arms doctrine, training management, resource management, and force integration.

4. Conduct the Master of Military Art and Science Degree program and Cooperative Degree program.

GOAL 2

Develop combined arms doctrine and assist in its integration throughout the Army.

OBJECTIVES

1. Implement TRADOC Regulation 11-7, "Army Programs, Operational Concepts and Army Doctrine."

2. Develop and revise doctrine to meet the Army mission.

3. Provide instruction, guidance and publications on appropriate doctrine to schools, units, and individuals.

4. Ensure the compatibility of doctrinal publications at all levels.

GOAL 3

Develop leaders competent to participate

in Joint and Combined Operations.

OBJECTIVES

1. Participate in the development of Joint and Combined doctrine.

2. Develop and teach appropriate Joint and Combined Operations classes and courses.

3. Ensure the compatibility of Army doctrinal publications with Joint and Combined doctrine.

## GOAL 4

Develop leaders who exemplify
the highest professional standards.

OBJECTIVES

1. Define those values which form the basis for the Army leader's ethical behavior and incorporate them in our doctrine.

2. Provide instruction which both reinforces those professional values and develops skills that prepare leaders for increased responsibilities in serving the Army and the nation.

3. Provide professional development programs to strengthen the character, knowledge, and skills of all Army leaders.

4. Evaluate doctrine, instruction, and programs for adequately meeting the stated objectives.

GOAL 5

Develop leaders who will anticipate,

manage, and exploit change.

OBJECTIVES

1. Develop an understanding of change and its impact on the Army.

2. Develop a vision of the future battlefield.

3. Foster an understanding of the process and procedures for effecting change within the Army.

4. Develop an understanding of the obligation to act decisively in the management of change, not just to think but to think ahead.

GOAL 6

Create an environment that will foster
the development of the full potential
of all personnel within the CGSC.

OBJECTIVES

1. Establish clearly defined missions and responsibilities, and the priority for their accomplishment.

2. Ensure that personnel are assigned responsibilities that will enrich and expand their knowledge, skills, and abilities.

3. Ensure that available resources are allocated commensurate with established missions and priorities.

4. Provide programs that will ensure ample opportunities for personal and professional growth and recognition of accomplishment.

5. Ensure open communication and exchange of ideas at all levels of the organization.

6. Support the CAC (Combined Arms Center) goals for Fort Leavenworth leadership: fulfilling, supportive, purposeful, focused, responsive, and caring.

C. Summary. This "systems approach" to education, or variations of it, has existed at CGSC since the early 1970's and forms the framework on which the curriculum annually is conceived, developed, validated, presented, tested, reviewed, and revised. A continuing description of the process as it is applied to the curriculum is presented in Chapter 5 under the discussion of the "Accountable Instruction System." Ideally, the mission's implementation is re-examined and reinvigorated in this fashion with each change in the College's top leadership.

IV. MISSION REVIEW. As a modern military institution, CGSC today receives its mission approval through regular channels from higher authority within TRADOC, the Department of the Army, and the Department of Defense. The mission must reflect national policy, consonant with overall US defense interests, and fill that crucial position between the narrower, branch-specific missions of the Advanced Courses and the wider, strategic mission of the War College. Given this position, the CGSC mission fulfills an essential requirement of the national defense.

For currency and overall adequacy, the College's mission and its implementation are continuously reviewed and adjusted, both at the recommendation of CGSC leadership, staff, and faculty, and by directive from TRADOC or other higher authority. Among those forces leading to alterations of the mission and the means for its implementation are evolving technology and doctrine, changes in national and Army leadership, political shifts on the domestic and international scenes, revisions of public laws, discoveries made in research, and combinations of these elements. In virtually all cases, such changes occur deliberately, taking their origin from one or more agencies which must secure the concurrence of other interested parties along the way to final approval at TRADOC or higher levels. In this manner, the requirement to coordinate changes fully before reaching approval provides a system of checks and balances assuring that CGSC's mission evolution interlocks consistently with other components of defense policy. Ultimately, responsibility for the College's mission rests with the Commander In Chief and the Congress.

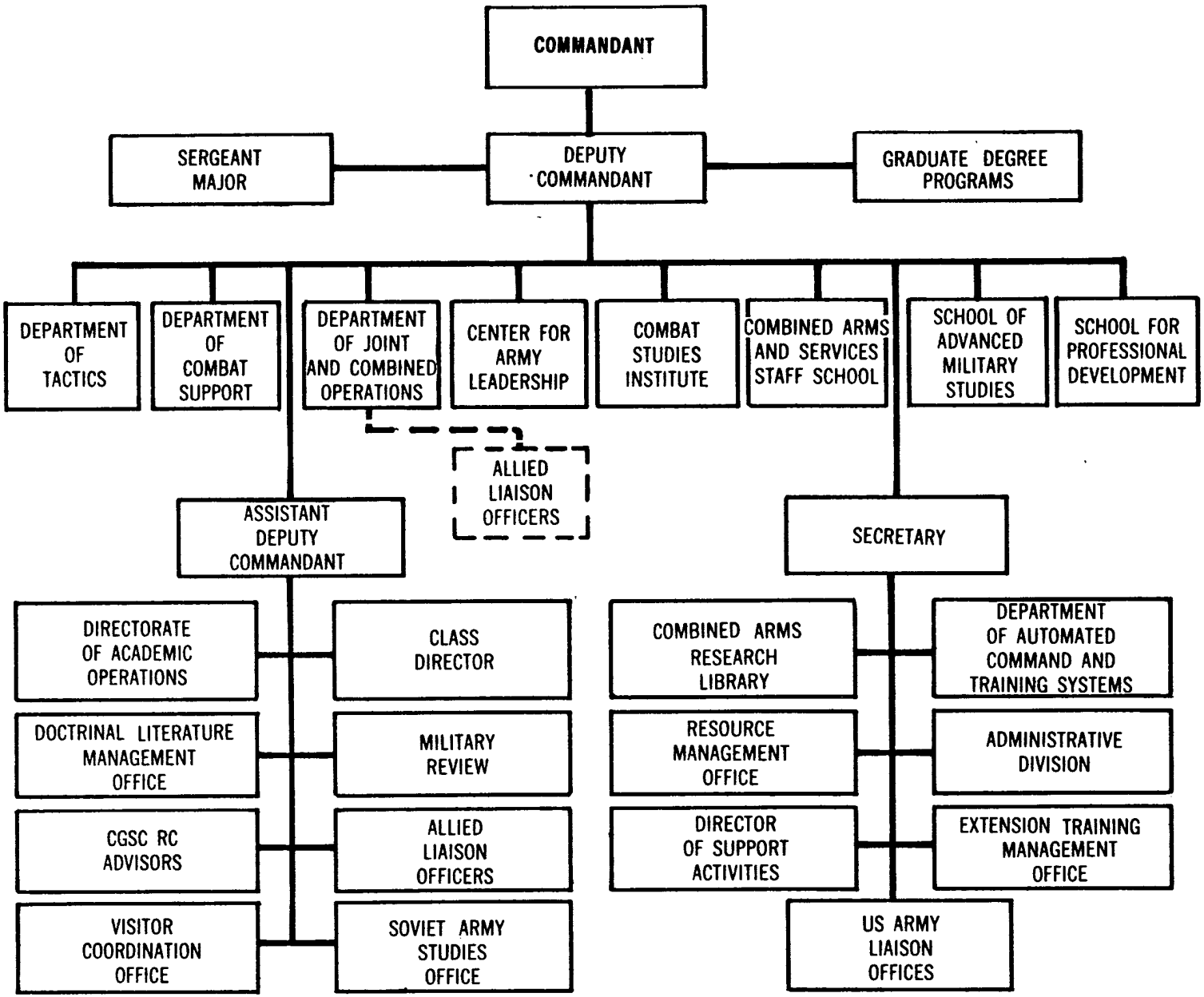
In short, the CGSC mission is a perpetually evolving, dynamic force in the College's life and the nation's defense activity. Probably few institutions can claim as thorough and public a review procedure as CGSC pursues in assuring the aptness of its mission.

# CHAPTER 3

# ORGANIZATION AND GOVERNANCE

Figure 3.

## U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE



I. ORGANIZATION AND GOVERNANCE. Like most large and complex organizations, CGSC is heirarchically organized. The descriptions of the College's current structure and governance that follow represent the institutional organizations resulting from the realignment of 1984 cited in chapter 1 and depicted in figure 3.

II. ORGANIZATION. Although the College's organization and resourcing will receive further elaboration in chapter 5 and in individual departments' self-analyses, a brief initial description showing the relationships of the parts to the whole is necessary to understanding the governance of this deliberately specialized military organization. To help conceptualize the means by which CGSC accomplishes both the teaching and publishing components of its mission, the entire institution may be thought of as four distinct, but interrelated "schoolhouses." First among these is the innovative CAS$^3$ course described briefly above and in greater detail in Part II. Next is the long established CGSO Course, with its nonresident variations and, importantly, its Master of Military Art and Science Degree program. Third is the new School for Advanced Military Studies, now in its second year, and fourth is the recently created School for Professional Development, whose students for the most part are more senior officers returning to CGSC for special continuing education "refresher" courses. All four schoolhouses in fact belong to a complex chain of command having the Commandant and Deputy Commandant as its uppermost links and represented schematically in figure 3.

A. Leadership. The College Commandant (COMDT), a lieutenant general (wearing three stars), serves also as the Fort Leavenworth Post Commander and as the Deputy Commander of the entire TRADOC school system. Because of the breadth of these responsibilities, he is assisted by the CGSC Deputy Commandant (DC), a major general (wearing two stars) with operational

responsibility for the College. The Deputy Commandant is in turn assisted by two senior colonels. One, the Assistant Deputy Commandant (ADC), attends chiefly to matters of College policy; the other, the College Secretary (SECY), oversees the institution's management and resource procedures. Several more junior officers, noncommissioned officers, enlisted soldiers, and civilians provide assistance necessary to these essential officials.

B. Chief Academic Organizations. Also reporting directly to the Deputy Commandant are the Director of Graduate Degree Programs (DGDP), who is responsible for the Master of Military Art and Science and other master's degree programs; the College Sergeant Major (SGM), who is responsible for all the institution's noncommissioned officers and enlisted personnel; the colonels who direct the CAS$^3$, SAMS, and SPD programs; and the colonels who direct CGSC's five principal teaching departments. The five principal departments and three schools are described below.

1. First is the Department of Tactics (DTAC), which presents instruction in the principles of tactical and operational warfare. DTAC's curriculum is the largest portion of the CGSO course.

2. Closely related to DTAC concerns are those of the Department of Combat Support (DCS), which teaches logistic and management support for the Army in the field. DTAC and DCS also jointly teach the methods and techniques of staff operations necessary to successfully command and control tactical and support units on the modern battlefield.

3. The Center for Army Leadership (CAL) teaches the principles of leadership and ethics as well as their application to contemporary Army life.

4. The Department of Joint and Combined Operations (DJCO) instructs strategic studies, operations at theater level, low-intensity conflict, and counterterrorism.

5. The Combat Studies Institute (CSI), CGSC's department of military history, focuses on a broad range of historical topics to analyze the dynamics of change in the military profession and to discover and establish the relevance of past campaigns and events to modern doctrine.

6. The Combined Arms and Services Staff School ($CAS^3$) presents to every captain in the Army its 9-week course in the principles, methods, and skills used by the military.

7. The School of Advanced Military Studies (SAMS) presents to selected volunteers (graduates of CGSOC or an equivalent sister service school) an advanced program of studies focusing on the operational level of conflict.

8. The School for Professional Development (SPD) administers and manages the many functional short courses presented to officers bound for special assignments and in need of particular information or a compressed updating on selected issues.

C. Assistant Deputy Commandant. To the Assistant Deputy Commandant report all those other directors (colonels) whose responsibilities support the implementation of College policy. Briefly, they are as follows:

1. The Director of Academic Operations (DAO) is responsible for general supervision of all aspects of the curriculum--its organization, coordination, scheduling, and validation--as well as other key CGSC programs such as exam construction and validation, student counseling, student evaluation, and a wide variety of related administrative activities.

2. The Class Director (CL DIR) oversees the student body, both US and Allied officers, monitoring the academic, social, recreational, and disciplinary dimensions of students' lives.

3. The Doctrinal Literature Management Office (DLMO) schedules and manages the development and writing of US Army doctrine produced not only by CGSC authors but also by authors elsewhere throughout the Army.

4. The Military Review (MIL REV) is CGSC's professional journal, published at Fort Leavenworth and accepting articles on a wide variety of military topics from military and civilian authors around the world including the CGSC staff and faculty.

5. The Reserve Components (RC) Advisors represent the US Army Reserve and Army National Guard to the College and deal with issues involving Reserve affairs.

6. The Allied Liaison Officers (LNO's) represent their respective countries to the College, advise the Command Group on request, and teach primarily for the Department of Joint and Combined Operations (DJCO).

7. The Visitor Coordination Office (VCO) manages all support arrangements for visiting dignitaries, speakers, and other guests of the College.

8. The Soviet Army Studies Office (SASO) conducts research into a wide variety of unclassified topics relating to the Soviet Army.

D. Secretary. To the College Secretary report all those other officials whose responsibilities support the resourcing and management of College activities. They represent the following organizations:

1. The Combined Arms Research Library (CARL) is the repository for most of the research materials located at Fort Leavenworth and is essential to the faculty, students, and staff in the conduct of College operations.

2. The Department of Automated Command and Training Systems (DACTS) provides computer support for the College's administrative

operations and for the classroom application of computer power to solving diverse military problems.

3. The Resource Management Office (RMO) is responsible for budgetary and personnel matters as well as for contracting for goods and services rendered to the College.

4. The Administrative Division (ADMIN) manages administrative procedures within CGSC as well as the flow of incoming, outgoing, and internal information necessary to the College's functioning.

5. The Director of Support Activities (DSA) is responsible for maintaining College facilities and for assuring the proper distribution of supplies and materials.

6. The Extension Training Management Office (ETM) administers the College's nonresident programs, monitors the progress of nonresident students, and sponsors the training of USAR School Instructors.

7. The US Army Liaison Officers (LNO's) represent the College at Command and Staff-level schools in Germany, France, and the United Kingdom, advise the Command Group on request, and teach for the Department of Joint and Combined Operations.

III. GOVERNANCE. For purposes of the Self-Study, the term "governance" is defined to include all those formal mechanisms which together provide the framework for major institutional decision making. As a practical matter, CGSC's governance, like that of other military institutions, generally operates through the established chain of command, with responsibility upward to the TRADOC Commander (wearing four stars) and to higher military and civilian officials, culminating with the President as Commander in Chief. In all matters of governance, the College, like other military organizations, is required to act in compliance with announced national

policy, applicable public law, established Army Regulations, and local implementing guidance. Additionally, several other important mechanisms characteristic of academic institutions contribute meaningfully to CGSC's governing procedures.

A. Advisory Committee. As one provision for accreditation, the NCA in 1976 specified that CGSC retain a group of distinguished civilian educators to advise College leaders on matters of educational policy, especially relating to the master's program. Consequently, the College obtained permission to establish an official Department of the Army Advisory Committee composed of presidents, chancellors, other ranking administrators, and faculty members from private and public institutions around the United States. The Committee, whose members typically serve 3-year terms, meets annually in January for these purposes and files a report with the Commandant summarizing its findings. Although its powers are advisory only, the prestige of the Committee's members and the desire of the College for program excellence ensure that recommendations made in the annual report receive full consideration in the College's institutional planning.

B. Academic Board. To make internal recommendations to the Commandant on the interpretation and application of policy to specific issues for decision, the College has established the CGSC Academic Board. The Board certifies to the Commandant that graduates of each CGSOC class, as well as candidates for the MMAS degree, have met required standards. It also forms recommendations to the Commandant on disciplinary cases and such other issues as he may convene it to consider. Members of the Academic Board are the directors of most principal academic departments, including representation from the sister services (Air Force, Navy, and Marines). The

Board's proceedings are conducted under strict rules of order for investigative boards.

C. Board of Directors. To advise the Commandant and Deputy Commandant on curriculum development, related systems, and implementing procedures, CGSC relies upon the Board of Directors. In membership, the Board is composed much like the Academic Board but operates less formally and may be convened by the leadership or by members of the board itself as required.

D. Faculty Council. Like other academic institutions, CGSC relies upon a board of faculty members elected annually by their peers to represent faculty views to the College leadership and in general to maintain faculty-leadership communications. The Faculty Board meets monthly to consider an agenda of issues and, as the voice of its constituency, with the leadership as necessary or desired.

E. Student Survey Committee. To maintain a steady source of CGSO Course student assessments regarding the curriculum, instruction, and other matters susceptible to student opinion, the College maintains the Student Survey Committee. CGSC's Directorate of Academic Operations regularly conducts student surveys and routinely provides their results to students, academic departments, and faculty members for purposes of course review and revision. The Committee and its president meet monthly with representatives of the Directorate of Academic Operations to offer additional observations on their classmates' perceptions of the student experience.

F. Post-Instructional Conferences. At the conclusion of major subcourses in the CGSOC curriculum, the Deputy Commandant meets with pertinent members of the sponsoring department and the other department directors to review the conduct of the course, its strengths and weaknesses, and the changes proposed for the following year. These conferences greatly

enhance cross-departmental understanding of the curriculum and interdepartmental cooperation. Additionally a comprehensive review is conducted at the completion of each of the three terms. The Deputy Commandant approves all changes to be adopted for succeeding years.

IV. SUMMARY. In short, the foregoing description of the College's organization and governance accurately represent the real structure and operational systems of the College. Based on this structure, CGSC's operating systems are resourced to carry out the institution's mission.

# CHAPTER 4

# MASTER'S DEGREE PROGRAMS

## DIRECTORATE OF GRADUATE DEGREE PROGRAMS

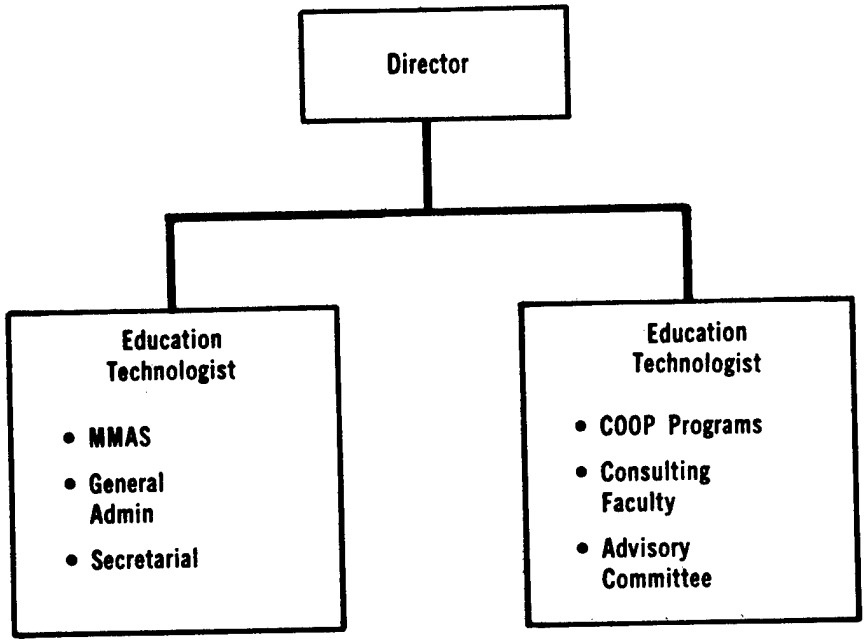



Figure 4.

## MASTER'S DEGREE PROGRAMS

### I. MISSION

A. Mission Statement. The Directorate of Graduate Degree Programs (DGDP) has responsibility for graduate studies offered in whole or in part by CGSC and leading to the award of master's degrees in disciplines with special significance to military affairs. As a correlative mission, the Directorate also manages several other activities closely related to the institution's graduate studies. Most important, the DGDP office has College-wide responsibility for the Master of Military Art and Science Degree program.

B. Mission Appropriateness. There is little doubt today that professionally related graduate studies should form an important part of most officers' educations. The ever-increasing complexities of the modern American military force simply demand higher qualifications of its people than in earlier times. Given that this need probably will increase in the decades ahead, the appropriateness of CGSC's involvement in graduate-level education for the present and the foreseeable future scarcely can be questioned. Since all students admitted to CGSC's graduate programs are in fact students of military affairs (whether US officers, Allied officers, or US civilians), and since all research performed under the program's auspices focuses on military topics, the integration of this mission component within CGSC's larger purposes is apparent. Moreover, with more than 60 percent of the 1985 class already holding a master's or higher degree, the relevance of such programs and their aptness to the CGSC mission are well understood throughout the College and the officer corps.

C. Mission Elements. Graduate programs currently offered at the College, and related support activities, are as follows:

1. Master of Military Art and Science (MMAS). This program, unique to the Command and General Staff College, leads to the degree which CGSC is empowered to grant and which is therefore the centerpiece of the institution's accreditation. Reflecting the principle that each profession has its related scholarly discipline, the College defines military art and science as "the study of the development, operation, and support of military forces in peace and war and of their interrelationships with economic, geographic, political, and psychosocial factors as instruments of national power." This definition, basic to the MMAS program, is deliberately broad to provide as much intellectual latitude and encourage as much topic diversity as possible in the thesis required by the program. In this way the definition supports the program's twin purposes: first, to educate annually a number of military researchers in the means of sophisticated scholarship; and second, to generate each year a number of significant research contributions to the discipline, military art and science.

2. Cooperative Degree Programs (Coop). Beginning in the early 1970's, CGSC and several civilian institutions began jointly to offer master's programs in a variety of fields relevant to Army interests and leading to civilian degrees. Such programs combine CGSC courses with a larger proportion of university work completed on campus during the 6 months following CGSC graduation, and every year each program is reviewed for continuation or deletion, based on changing Army needs. In recent years, the University of Kansas, Kansas State University, Wichita State University, and the Florida Institute of Technology have combined with the College in offering more than a dozen such programs, serving scores of officer-students annually. Degree disciplines have ranged from the liberal arts and social sciences (such as history and political science) to more technical fields

(such as operations research and computer science) and also to such applied regimens of study as public administration, logistics management, and contract management. The CGSC Catalog's chapter 7 provides details on each program, including current degree offerings and requirements. MMAS candidates also may enroll in university courses appropriate to their areas of study. Collectively, the Cooperative Degree Programs illustrate the increasing extent to which CGSC has participated in recent years with other institutions in pursuit of common interests.

3. Consulting Faculty. As a means of further diversifying its faculty, especially in support of the Master of Military Art and Science program, CGSC formed during the 1970's, and maintains today, a Consulting Faculty composed of Army Reserve Officers who are college or university professors or other research specialists in their civilian careers. Called to active duty for CGSC tours of varying length, these officers provide the College an unusual combination of professional and soldierly skills that bear directly on the institution's mission. Because of the variety of academic and military backgrounds they represent, Consulting Faculty importantly augment the resident faculty across the College. As participants in the MMAS program, for example, they serve on students' thesis committees, lecture on research methods, consult with resident faculty members, and advise the program director. Because they may serve in these capacities for a dozen years or more, Consulting Faculty members give the programs a measure of continuity that resident faculty, serving 3-year tours, do not. In all their relations with CGSC, they form yet another link between the College and the wider graduate academic community.

4. CGSC Advisory Committee. With its initial accreditation in 1976, CGSC incurred the requirement to retain a board of distinguished

civilian educators to advise the Commandant on institutional policy and practice, especially as they might pertain to the MMAS program. As a result, an official Department of the Army Advisory Committee was formed and meets annually in January to review an agenda of issues currently important to the College. The Committee's report to the Commandant on its findings is distributed widely within the College and contributes significantly to CGSC decision making. The Director of Graduate Degree Programs is the Committee's Executive Secretary and coordinates its activities.

5. Educational Advisor. In a broad sense CGSC's entire staff and faculty serve as educational advisors to the College's top leadership through regular processes of curriculum and administrative review. Yet because most officers serve 3-year tours, CGSC's need for institutional memory and program continuity requires that a number of officials remain in their positions longer than most. The Director of Graduate Degree Programs is one of this minority of relatively stabilized officials and serves especially to advise on issues related to educational theory and practice, particularly concerning long-term quality control in the master's programs. The current incumbent and his predecessor have served a total of nearly 36 years in this position. Since this advising contributes a stabilizing influence to the evolution of CGSC programs, it constitutes an important element of the Directorate's mission. To help accomplish these duties, the Director serves as a member of several of the advisory and review boards described earlier in this report, among them the Academic Board, the Board of Directors, and the CGSC Advisory Committee. He also is the College's designated representative to the North Central Association of Colleges and Schools and to the American Council on Education, both organizations of which CGSC is a member institution.

II. RESOURCES. Like other CGSC organizations, the Graduate Degree Programs Directorate has resources that naturally divide into the NCA's three specified categories: human, financial, and physical.

A. Human Resources.

1. Immediate Staff. Strictly speaking, the Graduate Degree Programs staff numbers only three people (Figure 4). The Director, who holds a Ph.D., has 6 years' experience in the position and nearly ten years' total service at CGSC. He is assisted by two Educational Technicians collectively having more than 16 years' experience with College programs. The Director's responsibilities are executive (long-range program planning and evaluation), administrative (short-range program implementation and monitoring), and advisory (to students, colleagues, and top leadership). The responsibilities of his assistants are similarly broad, encompassing routine secretarial duties and managerial functions, as well as some decision making and advisory authority. The size of the staff demands considerable versatility of its members.

2. Additional Participation. To the efforts of the Directorate's small staff must be added the extensive support provided each year by dozens of the College's faculty and staff, from other CGSC departments. They serve on MMAS candidates' thesis research committees. Additionally, the contributions of Consulting Faculty members who have supported the MMAS program in recent years must be counted as a significant part-time resource. Also, in offering its university-related cooperative degree programs, the Directorate arranges by contract for professors from the participating institutions to present annually more than 20 graduate courses at CGSC as part of those curricula. While it is impossible to quantify the efforts yielded by all these contributors, the impact of their energies is

evident in the thousands of students served and the research generated over the lives of the programs offered.

3. Deficiencies. Several years' experience in operating the Graduate Degree Programs, together with projected increases in the Directorate's responsibilities, suggests that additional staffing is necessary to assure adequate duty performance in the years just ahead. A Deputy Director, with more advanced qualifications than the current assistants now possess, is needed to share the duties now performed by the Director. Further, a full-time secretary is needed to assume some of the duties now borne by the Education Technicians which will permit their expanded duties in other areas.

B. Financial Resources. The Directorate of Graduate Degree Programs is adequately financed to perform its missions. Principal budget components are personnel salaries and contract funds for the procurement of university courses in support of the Cooperative Degree Programs. Sufficient funding is also available for travel necessary to coordinate mission-essential activities, for membership in pertinent professional organizations, and, generally, for mission-connected training. The balance of the Directorate's funding provides for the acquisition of textbooks, furnishings, equipment, supplies, and incidental items. Over the years, the Graduate Degree Programs' budget has grown commensurate with program cost increases. Whenever year-end surpluses have occurred in the College's budget, the Graduate Degree Programs Directorate has shared in their allocation toward unprojected expenses, such as research reference texts.

C. Physical Resources.

1. Current Status. The Directorate of Graduate Degree Programs occupies two offices on the first floor of Bell Hall conveniently close to

the Deputy Commandant's office suite and to other departments with whose members the staff works closely. The offices have ample natural and artificial lighting, are comfortably heated in winter, and are air-conditioned in summer. The Director's office is private and that of his assistants is semiprivate.

2. Improvements. Several recent or planned improvements will significantly enhance the office's facilities. Among these are an Apple II Plus computer with associated hardware and software, as well as carpet for the assistants' office to match that of the Directors' and to help reduce office noise. Also anticipated are new furniture for both assistants to replace damaged and outmoded furnishings. Within the next several months the office will also share in a powerful College-wide word-processing system networking all principal administrative offices, thereby improving its overall efficiency and interoffice coordination. Further improvements in office facilities are needed, especially expansion and general modernizing of telephone equipment. Should additional staff members be added, as suggested above, one additional office will be required to provide for their activities.

III. MISSION ACCOMPLISHMENT.

A. MMAS Program. Although the mission of the Directorate of Graduate Degree Programs' is compound, the special position occupied by the Master of Military Art and Science program in the College's accreditation dictates this program's primacy in the ensuing discussion of the Directorate's mission accomplishment. Thus, for the 1985 self-study, CGSC undertook the first general survey and assessment of the MMAS program in its history. The review produced a comprehensive analysis of the program's aggregate research interests, an assessment of its strengths and weaknesses, and several

recommendations for its future. The pages that follow present the results of this review in detail as well as other indicators of mission accomplishment derived less systematically but over a longer time and from wider sources. A full appreciation of all this assessment probably demands a more detailed description of the MMAS program than is presented in this self-study report. Such a description may be found in the MMAS program handbook, MMAS Research and Thesis, provided to augment the report.

1. Conduct of the Review. Two Consulting Faculty members with knowledge of but no obligation to the MMAS program conducted the study at Fort Leavenworth during the period 17 to 28 September 1984, under the auspices of the Office of Graduate Degree Programs. They reviewed 605 theses abstracts published by CGSC for number of pages, classification of topics, and nationality and military service of authors. They also reviewed 64 theses representing a random sample of the thesis collection plus a few specific theses for topic, length, format, and content considerations. This random representative sample included every tenth thesis from the shelves of the Classified Section of the Combined Arms Research Library, where reference copies of both classified and unclassified MMAS theses are held. Assessment of the 64 theses specifically covered the following items:

| | |
|---|---|
| Approval Page and Signatures | Methodology |
| Abstract | Findings |
| Table of Contents | Analysis |
| Introductory Sections | Conclusions |
| Problem or Thesis Statement | Recommendations for Further Study |
| Research Questions and Hypotheses | Bibliography |
| Survey of Literature | |

2. Description of Findings.

a. General. CGSC has awarded MMAS degrees to 606 graduates as of 1 September 1984 (figure 6). Approximately 70 percent of the degrees were awarded during the past decade. Of the 182 theses accepted from 1964 to 1974, 30 contained classified security information; of the 424 theses accepted from 1975 to 1984, 19 had security classifications or classified annexes. One of the theses (in 1977) had two authors. The Combined Arms Research Library has copies of 605 studies.

b. Eligibility. Currently, CGSC offers students two options leading to award of the MMAS degree.

(1) The CGSOC Option. Since the program's inception in 1964, interested and qualified CGSOC students have been eligible voluntarily to pursue the MMAS degree. Successful applicants must hold a baccalaureate degree, show potential for graduate-level scholarship, and submit a satisfactory prospectus. Recently, degree recipients have numbered around 40 each year.

(2) The SAMS Option. Beginning in 1984, students selected for the voluntary SAMS course also became eligible for the degree upon submission of a satisfactory thesis completed during their SAMS year. This eligibility is possible because all SAMS students have completed the CGSOC or one of its other service equivalents. A SAMS student who has completed the degree (curricular and thesis requirements) during his CGSOC year is assigned other research activities in lieu of the thesis. Members already selected for the 1986 SAMS class number 48.

c. Requirements.

(1) All candidates must complete the CGSOC course--comprising instruction from the five principal academic departments (DTAC, DCS, DJCO, CSI, and CAL)--with an average grade of B or better. In

addition, MMAS candidates enroll in three research methodology courses featuring lectures, readings, and seminar discussions relating to specific research techniques.

(2) Thesis. Candidates must produce a graduate-quality thesis as demonstrated by the research conducted, its significance to military art and science, the written presentation of the research, and the candidate's oral defense of the thesis. The thesis must show independent thinking, original investigation, mastery of subject matter, and ability to do research in the field of military art and science. The candidate must comply with a submission schedule established and published annually by the DGDP. Each thesis proposal is subject to approval by the Director, based on the validity and originality of the proposal, its relevance and importance to military art and science, and availability of resources.

(3) All candidates must undergo a successful defense of their theses before their research committee and any other faculty members who wish to attend the defense.

(4) Finally, MMAS candidates take an oral comprehensive examination over the entire scope of the CGSO Course. Because of the breadth of the exam, candidates sit before specially convened committees with representation from each of the five principal teaching departments (DTAC, DCS, DJCO, CSI, and CAL).

d. Thesis Committees. Committees normally consist of three members, at least one of whom has a Ph.D. The chair and second reader are members of the resident CGSC faculty or other professionally qualified Fort Leavenworth personnel. A member of the Consulting Faculty normally completes the committee. The program Director selects committee chairs based on recommendations and requests from candidates. Committees operate

under the supervision of the Director, who interacts with all chairs, Consulting Faculty, and other committee members during the process of thesis preparation and submission. The Director personally examines the final submission of each MMAS thesis approved by a committee, and the College accepts each thesis when he signs the approval page.

e. Thesis Sources. The Combined Arms Research Library at Fort Leavenworth and the Defense Technical Information Center at Cameron Station, Alexandria, Virginia, provide most of the research sources employed for MMAS theses.

f. Thesis Characterizations. The review led to a number of generalizations drawn from viewing the collected theses as various groupings.

(1) By Service Categories. US Army officers tend to investigate topics of primary interest to the US Army. US officers from other services generally submit studies directly and often exclusively related to a topic of importance to their branch of service, although US Air Force officers frequently conduct studies on topics of joint Army and Air Force interest, such as air support for ground forces. Allied officers generally investigate topics involving their countries or parts of the world, although US Army officers also submitted several theses which were principally Foreign Area studies. Figure 5 summarizes these distributions.

(2) By Abstracts. Each candidate submits a study accompanied by a one-page abstract describing the problem, findings, and conclusions of the thesis. CGSC now publishes a booklet of the abstracts from each academic year, and abstracts from the period 1964 through 1976 currently appear in a single volume. Abstracts for all MMAS theses are published by the Defense Technical Information Center. During the first decade of the MMAS program, many abstracts were multipage, excessively

detailed summaries of the theses; some resemble short articles on the topics rather than traditional abstracts. Increasingly during the past decade, however, abstracts have become more succinct in content and standarized in format. Most recent abstracts are brief, well-formulated, and to the point.

(3) By Topics. Most studies have primarily military topics or problems; the balance are predominantly a combination of military and more traditional academic topics or military and nonmilitary topics (e.g., a study of US railroads as mobilization assets or a study of political-military relations involving General Douglas MacArthur and President Harry Truman). Main categories by principal subject matter are listed in figure 6.

DISTRIBUTION OF THESES EACH YEAR BY MILITARY SERVICES, DEPARTMENT OF ARMY CIVILIAN, AND ALLIED STUDENTS

| Year | Totals | USA | USAF | USMC | USN | DAC | Allied |
|---|---|---|---|---|---|---|---|
| 1964 | 19 | 16 | 2 | 1 | | | |
| 1965 | 22 | 19 | 3 | | | | |
| 1966 | 20 | 18 | 2 | | | | |
| 1967 | 16 | 16 | | | | | |
| 1968 | 23 | 22 | 1 | | | | |
| 1969 | 16 | 15 | 1 | | | | |
| 1970 | 4 | 4 | | | | | |
| 1971 | 22 | 22 | | | | | |
| 1972 | 12 | 12 | | | | | |
| 1973 | 13 | 12 | | 1 | | | |
| 1974 | 15 | 13 | 1 | 1 | | | |
| 1975 | 42 | 41 | | 1 | | | |
| 1976 | 52 | 44 | 5 | 3 | | | |
| 1977 | 42* | 32* | 5 | 5 | | | |
| 1978 | 45 | 29 | 11 | 5 | | | |
| 1979 | 37 | 18 | 17 | | 1 | | 1** |
| 1980 | 46 | 21 | 15 | 3 | | | 7 |
| 1981 | 42 | 22 | 8 | 1 | | | 11 |
| 1982 | 49 | 24 | 7 | 3 | | | 15 |
| 1983 | 35 | 22 | 7 | | | | 6 |
| 1984 | 34 | 23 | 7 | | | 1 | 3 |
| TOTALS | 606 | 445 | 92 | 24 | 1 | 1 | 43 |

*43 degrees; 33 in US Army - 2 candidates jointly completed 1 thesis (607 degrees)
**First year Allied Officers in program

Figure 5.

DISTRIBUTION OF THESES BY TOPICS

1964 - 1984

| | | |
|---|---|---|
| Tactics | 106 | 17.49% |
| Personnel, Training & Administration | 105 | 17.33% |
| History/Biography | 81 | 13.37% |
| Foreign Area | 64 | 10.56% |
| Air | 48 | 7.92% |
| Support/Logistics | 49 | 7.92% |
| Strategy | 43 | 7.10% |
| Command/Leadership | 26 | 4.29% |

Figure 6.

These categories necessarily represent somewhat arbitrary efforts to group specific problems around what appears to be their common primary factor. Almost all studies involve two or more areas of inquiry, and none of the categories is completely discrete; for example, many of the "Air" studies involve tactical Army aviation or Air Force support of tactical Army operations. Tactical studies predominate over the entire 21-year period of this assessment, and, in addition to the fact that the largest numerical category is "Tactics," most other studies deal with some aspect of warfighting. In fact, approximately half of the studies have some tactical aspects or implications. This preponderance is consistent with CGSC's mission. The second-largest numerical category, "Personnel, Training, and Administration" is a broad category which includes a large variety of topics including many studies featuring surveys of officers' attitudes on social issues or conditions. Professional topics (law, medicine, veterinary) were few, and purely technical topics were rare. Some 49 studies (9 percent) had a security classification when published (figure 7), and 30 classified studies were from 1964 to 1974. A few of the 49 "classified" studies have unclassified versions with classified annexes. At least one study has been declassified.

In general, the studies resemble a representative cross section of the scope and intensity of CGSC curricula. Almost all appear to be carefully and accurately titled, and all appear to be proper inquiries for the eclectic discipline of military art and science.

DISTRIBUTION OF THESES BY CLASSIFICATION OF TOPICS

| Year | Classified | Unclassified | Totals |
|---|---|---|---|
| 64 | 7 | 12 | 19 |
| 65 | 5 | 17 | 22 |
| 66 | 8 | 12 | 20 |
| 67 | 3 | 13 | 16 |
| 68 | 1 | 22 | 23 |
| 69 | 2 | 14 | 16 |
| 70 | 0 | 4 | 4 |
| 71 | 1 | 21 | 22 |
| 72 | 3 | 9 | 12 |
| 73 | 0 | 13 | 13 |
| 74 | 0 | 15 | 15 |
| 75 | 3 | 39 | 42 |
| 76 | 2 | 50 | 52 |
| 77 | 1 | 41* | 42* |
| 78 | 2 | 43 | 45 |
| 79 | 4 | 33 | 37 |
| 80 | 3 | 43 | 46 |
| 81 | 1 | 41 | 42 |
| 82 | 0 | 49 | 49 |
| 83 | 2 | 33 | 35 |
| 84 | 1 | 33 | 34 |
| Totals | 49 | 557* | 606 |

*1 thesis, 2 writers. Total degrees for year is 43, overall for 21 years is 606.

Figure 7.

(4) By Approach. About half the studies employed formal research questions stated as such in their introductory chapters; some studies stated hypotheses in addition to or exclusive of research questions. Use of "null" hypotheses is rare. For studies employing hypotheses, concluding chapters state and usually support the validity of the hypotheses. Nearly all hypotheses examined were upheld. For studies employing research questions, concluding chapters usually provided answers to most of the questions stated in the introductory chapters. About half the surveyed studies had either a principal or secondary purpose of making proposals for programs or recommendations for courses of action. In most cases the findings seem to constitute valuable contributions to the field.

Not all studies include in their introductory chapters a section entitled "Need for the Study" or a justification of the investigation in terms of a recognized (published) need for the results of study within the field. Improved 1984 guidelines regarding statements of the significance of studies and relationships among the studies will have their initial impact in 1985 theses.

(5) By Structure. Most studies employ the five-chapter organization plan recommended by the College or an appropriate modification of it. College policy permits a variety of accepted annotation systems appropriate to the diverse subject areas of the theses so long as a single system is employed consistently. There was no evidence of any study employing a mixture of systems. All studies have bibliographies of suitable length, although few are annotated. There are few narrative or chronological structures and few studies employing case-study, topical, or functional organization.

(6) By Method. Most studies use the descriptive method. Approximately 20 percent generate some of their own data through surveys or interviews. There are a few mathematical models developed. Many studies use historical data and documents, and some employ historiography and extensive use of primary sources.

(7) By Findings. All studies presented substantial information in sufficient quantities to demonstrate that the candidates had mastered a body of knowledge about their topics sufficient to justify accepting the thesis. The majority of theses also provided more than sufficient history or background on the problem or topic to enhance readers' understanding of the context of the problem.

(8) By Results. Program materials provide candidates with guidance regarding conclusions and recommendations for further study, and caution against recommending courses of action unwarranted by the finding of the study. Yet some studies had concluding chapters that contained informal proposals for programs or recommendations for courses of action. A few recommendations proposed complex activities involving substantial resource commitments that sometimes appeared to lack justification from the findings of the study. This tendency may be attributable to the "bias for action" common among officers and, on the positive side, has helped produce a number of theses that have made direct contributions to ongoing military programs.

3. Assessments.

a. Overall Assessment. In the opinion of the two Consulting Faculty members who reviewed the MMAS Program, the findings indicate a quantity and quality of studies that would be acceptable to the graduate schools of similar institutions offering terminal master's degrees which may

make significant professional and academic contributions to their respective fields of knowledge. Almost all seem to provide valuable contributions in terms of the range and relevance of their topics, their treatment of the problems examined, and the bibliographies assembled. And all also reveal institutional standards that demonstrate a commitment to excellence through increasingly restrictive admission requirements, increasingly rigorous standards for thesis acceptance, and continuing efforts to improve the quality of the content and structure of the studies.

b. Recommendations.

(1) Each thesis, regardless of topic, should contain a survey of literature chapter or section, or an appended bibliographic assessment essay. Some in the sample did not.

(2) The main conclusions of each thesis should respond directly and specifically to research questions or hypotheses stated in the introductory chapter. In some sampled theses, this connection, though present, was not fully developed.

(3) Recommendations in the concluding chapter should be restricted to topics for further study or investigation. Program proposals or recommendations for courses of action should be stated only when included in the stated purpose of the thesis and fully warranted by the findings of the thesis. These guidelines were not always strictly observed in the theses sampled.

(4) In the introductory chapter, candidates should place greater emphasis on the need or justification for the study and the relationship of the study to Military Art and Science. This emphasis is not always apparent in past theses.

(5) Increased institutional recognition and reward should occur for faculty members who give MMAS committee service. Currently, such recognition is chiefly informal.

(6) Consulting Faculty members might play a greater role in standardizing theses and sharing approval authority for thesis proposals. Presently, resident faculty exercise this authority exclusively.

(7) CGSC should consider making institutional provision for a Deputy Director for the MMAS program and participants. The Director currently has too many responsibilities and too little assistance to provide ideal supervision in the quantity and intensity desirable. With the projected increase in SAMS candidates, it is likely that most MMAS candidates will be SAMS students by academic year 1988. The College should acknowledge this impact on the MMAS program and respond accordingly.

c. CGSC's response to the recommendations.

(1) The College believes that recommendations (1) through (4) can best be addressed by writing and publishing a "Handbook for MMAS Thesis Committees," to be given to all faculty members who serve on such committees. The handbook, as envisioned, will provide more detailed guidelines for faculty members than has been available previously in the areas mentioned in the recommendations. As a related matter, the students' handbook for the MMAS program will be revised in the relevant sections so as to reinforce the need for attention to these areas.

(2) Recommendations (5) through (7) require more complex solutions involving other departments as well as the Graduate Degree Programs office. The recommendation to add a Deputy Director to the staff, for instance, requires the participation of the College Secretary and must be integrated with other considerations in the annual resourcing cycle. The

College will examine each of these recommendations for adoptability as the MMAS program continues to mature.

(3) Apart from answering these specific recommendations, CGSC also has determined from the MMAS program review that a survey of the 606 degree recipients would now be useful. The aim of the survey would be to determine what specific effects, if any, the MMAS degree has had upon officers' tours, in terms of performance, promotion, selection, and other factors. Plans are to develop the survey during the summer of 1985.

4. Other Mission Accomplishment Indicators. The positive assessments resulting from the comprehensive review tend to be borne out by other evidence of the MMAS program's success.

a. Admissions. Before NCA accreditation, enrollment in the program varied between 4 and 22 annually. Since 1975-76, however, recipients of the degree each year have averaged about 40, more than double the earlier rate, indicating wider recognition of the degree's value to the Army and the officer.

b. Faculty and Staff Acceptance. As reported above, the MMAS program every year draws substantial support from CGSC faculty members who serve on candidates' committees. (Further, (over the years) a number of faculty have themselves exercised the option to earn the degree.) The benefits derived from MMAS committee service are much like those derived at other graduate institutions: involvement with students, participation in the research process, and sharing in the excitement of student's discoveries. The extent of faculty and staff support for the program is, at CGSC as at other schools, a measure of its success.

c. Integration with SAMS. When CGSC leaders first envisioned the School for Advanced Military Studies, they reached broad agreement that

its goals--greater depth and sophistication in the study of military art and science at the operational level of war--were largely congruent with those of the MMAS program. Thus, participation in the MMAS program became a chief requirement of all SAMS entrants, either as a prerequisite for SAMS admission or as an integral part of the SAMS second-year experience. The merging of these two advanced CGSC regimens represents the Army's continuing recognition of the MMAS program as the College evolves.

d. Consulting Faculty Opinion. Over the history of the MMAS program, Consulting Faculty members based at a variety of civilian institutions have commented on its strengths as well as offered suggestions for its improvements. The general tenor of their remarks has been positive, focusing on the intelligence and industry of the students, the experience and dedication of the faculty and staff, and the depth and breadth of library and other support. The continuing desire of these professors to remain associated with CGSC's master's program itself constitutes an endorsement of its quality. Several have served for a decade or longer.

e. Advisory Committee Opinion. Each year as part of its overview of College activities, the CGSC Advisory Committee reviews the current status of the MMAS program, talks with enrollees, and samples theses submitted. The Committee's appraisal of the program and its products invariably is favorable. Some theses have in fact been cited by the Committee as comparable to doctoral dissertations, and some have been described as suitable for publication without substantial revision.

f. Student Opinion. Annually the Graduate Degree Programs Directorate surveys candidates at the year's end to gain insight into the program's strengths and weaknesses. In addition to using this data to improve the program, the staff has been pleased to find that the

participants' evaluations of the MMAS experience have been very positive. Most students believe that the program has been intellectually challenging, that the support they have received has been satisfactory, and that the research they have conducted is at least potentially beneficial to the military. One student comment heard virtually every year holds that the MMAS experience has been the most valuable part of the CGSC year. Similarly, toward the end of each year, a small number of students who did not elect or did not complete the program volunteer that they wish they had. On balance, appraisal of the MMAS program by those who have been through it has been and continues to be positive.

g. Research Utility. As stated above, all completed MMAS theses are entered into the Defense Technical Information Center (DTIC), from which they are retrievable throughout the Defense establishment and, with exceptions, beyond. In 1979 when CGSC underwent its NCA interim review, DTIC reported that the cumulative total of requests for MMAS theses up to that time was over 4,000. The bulk of these requests, predictably, arose from within the Defense Department and other governmental agencies. But, significantly, a large share of requests also originated from researchers associated with universities and industry. While it is impossible to determine exactly the utility derived from MMAS theses by these requestors, that the accrued research has been shared so widely tends in itself to suggest that such benefits have been substantial.

5. Conclusion. Based on the detailed review of the MMAS program conducted by the two Consulting Faculty members and on the evidence of the program's acceptance by students, faculty, Consulting Faculty, Advisory Committee members, and the Army generally, the CGSC master's degree program

appears to be accomplishing the mission intended for it by its creators two decades ago.

B. Cooperative Degree Programs. Complementing the MMAS in providing graduate degree studies at CGSC are the 12 Cooperative Degree Programs offered jointly by the College and the 4 other participating institutions cited earlier in this chapter. Like the MMAS Program, the Coop Program has had an impressive record of mission accomplishment.

1. Degree Productivity. One measure of the Coop Program's success is its 15-year contribution to CGSC academic affairs. Over this span, the program has offered a variety of degree options to thousands of officer students. Because of the program, the Army's officer corps has undoubtedly been better educated than it otherwise would have been. While it is impossible to objectify the benefits derived from the degrees earned, the intensity and breadth of officers' studies conducted over these years, both at CGSC and on the campuses involved, has surely been a leavening influence in the Army at large.

2. Program Diversity. Over the life of the Coop Program, degrees offered have varied in relation to changing Army needs. Thus, while the requirement for some programs, such as history and political science, has remained constant, other disciplines have been added to address new Army demands for advanced education in other areas. These have included degrees in operations research, computer science, data processing, business, public administration, journalism, and several other specialities. Through these arrangements with associated institutions, CGSC has been able to address the Army's shifting needs quickly, effectively, and economically, for the Coop Program has permitted the Army to take advantage of existing quality

university studies instead of establishing its own alternatives more slowly and at greater cost.

3. University Acceptability. One measure of the success of the Coop Programs has been their welcome among the other institutions taking part in them. Without exception, these schools favor this involvement because of the quality of the Army students, the rigor of the CGSC course work transferred into their programs, and the professional advantages accruing to their faculty through their connections with CGSC. Almost all professors teaching university courses at CGSC as part of their school's coop program are repeaters, favorably impressed with their past experience at the College. Most professors also testify that CGSC students, once into the on-campus phase of the program, greatly enrich the classes in which they enroll and often "set the curve" for their civilian classmates. In fact, CGSC officers frequently emerge as the top student in their programs, and twice within the past 5 years every CGSC student completing a University of Kansas Coop Program in history earned "honors" on his comprehensive exam. Since CGSC has been careful to align itself in these programs with only the most substantial civilian institutions in this region or with distant institutions already having proven quality programs with the military, these achievements are significant.

4. Specialty Relevance. Yet another indicator of Coop Program mission accomplishment has been the directness with which university programs have been linked with Army officer specialties. By regulation, each officer bears two professional military specialties; for example, infantry and operations research. The Coop Programs are controlled so that only programs which correspond to these specialties are offered. Moreover, only officers bearing the appropriate specialties are permitted to enroll in

such programs. These controls ensure a cost-effective, positive relevance of the degree earned to the Army's requirements.

5. Student Comments. Given the controls regulating Coop Programs, it is perhaps not surprising that students' feedback on their experiences in the programs is positive. Also not surprising is that the two kinds of compliments most often heard focus on program quality and the programs' aptness to the students' military specialties. In 1982 the University of Missouri at Kansas City conducted a survey of its graduates to determine their satisfaction with the UMKC experience. Of the Army officers surveyed, the results were extremely positive, both with regard to program quality and professional relevance. While the other schools participating have not recently conducted such a survey, an informal sensing of CGSC students' responses to their offerings seems to coincide with the UMKC findings.

6. Curriculum Diversity. An additional benefit to CGSC resulting from the Coop Programs is the variety of course offerings they add to the CGSC curriculum. Since one feature of the programs is that the associated schools provide graduate courses at CGSC, the College offers these courses (on a space-available basis) to all students, not only those seeking a degree. Approximately twenty courses thus added to CGSC's elective selection considerably enrich the opportunities for any student to complement his military curriculum with university instruction. As space permits, attendance in these courses by CGSC faculty and other Post personnel also is permitted as an economical form of continuing professional development.

In summary, CGSC's Cooperative Degree opportunities have greatly extended the Graduate Degree Program's mission accomplishment, benefiting the individual officer, the Army, and the military-civilian educational community.

C. Consulting Faculty. As described above, the Consulting Faculty consists of college and university professors who, as Reserve officers, serve active duty tours during which they supplement CGSC's regular faculty. The success of this organization has contributed directly to the Graduate Degree Program's mission accomplishment as well as to that of the College. Specific evidences of this success are grouped below.

1. MMAS Program. The variety of civilian and military academic specialities found among Consulting Faculty members has permitted their assignment to MMAS thesis committees, closely matching the members' expertise to the students' topics. Because the members generally are career academicians, their professional experience, linked with their topic expertise, makes them an extremely valuable complement to CGSC's resident faculty participants in the master's program. Virtually all MMAS Consulting Faculty members take part year after year in the program, establishing a continuity important to thesis quality control. These officers' desire to serve repeatedly in the master's program testifies to the gratification they take in promoting this dimension of the College's mission accomplishment.

2. Other Participation. In addition to MMAS participation, many Consulting Faculty members serve duty tours with CGSC's other departments. Commonly they write instructional materials, work with curriculum developers, and assist faculty members on topics of shared interest. Particularly, they adapt resident course instruction for use in Reserve schools and correspondence courses. Again, the diversity of interests and talents available among Consulting Faculty members permits the assignment of specifically skilled people to particular projects, and the success of these arrangements lead CGSC departments to welcome the return of experienced members to contribute to ongoing projects in successive years. For their

part, the members find that CGSC duty stimulates their involvement with current Army issues, sharpens their professionalism, and enhances their Reservist value to the Army.

3. Funding. Perhaps the most telling indicator of the success of the Consulting Faculty is that both the Active Component (Regular Army) and the Reserve Component annually have agreed to fund this activity. Because resources are limited, the decision to fund such an activity indicates the satisfaction of both the Active and Reserve Components, as well as the participating individuals, with the Consulting Faculty program's results.

D. Advisory Committee. As defined earlier, the CGSC Advisory Committee advises the CGSC Command Group on educational policy and practice. The value of the Committee's contributions to the College is best appreciated from a review of its annual reports, provided in copy to augment this self-study. The measure of the Committee's impact, however, can be derived from the fact that each year the Committee draws its membership from among the elite of American higher education, ensuring that the advise provided conforms with the NCA's intents in establishing the Committee. Over the years of its existence, the Advisory Committee's recommendations to the College have steadily contributed to program improvement. A significant indicator of the Committee's success has been the readiness of prominent educators to accept positions on it, based on their expectation that the energies they dedicate to Committee service will indeed affect the College and the Army.

E. Other Activities. Through its membership in the NCA and the ACE, the College has made further attempts to remain firmly in touch with relevant developments in higher education. The Director of Graduate Degree Programs, as CGSC's representative to these associations, attends their

annual meetings, keeps abreast of their publications, and confers with their staffs as necessary. As a permanent member of CGSC's Board of Directors and other key committees, the Director contributes NCA- and ACE-related information to the College's leadership decision making.

In summary, the Directorate of Graduate Degree Programs is accomplishing its mission to offer a variety of military and civilian master's degree programs as well as to maintain support organizations and activities essential to the flourishing of those programs.

IV. MISSION CONTINUITY.

The trends evident in the foregoing account indicate that the Directorate of Graduate Degree Programs is a thoroughly integrated part of the College, offering advanced academic opportunities wholly consistent with CGSC's mission and the Army's future. The MMAS and Coop programs make possible valuable forms of scholarship not otherwise obtainable at the College, while the Consulting Faculty, NCA, and ACE activities maintained by the Directorate afford the institution important external contributions that significantly enhance its achievements. As long as the Army believes in the value of individuated officer education, graduate degree programs and their associated support will play a vital part in CGSC's intellectual life.

# CHAPTER 5

# RESOURCES

## OFFICE OF THE SECRETARY

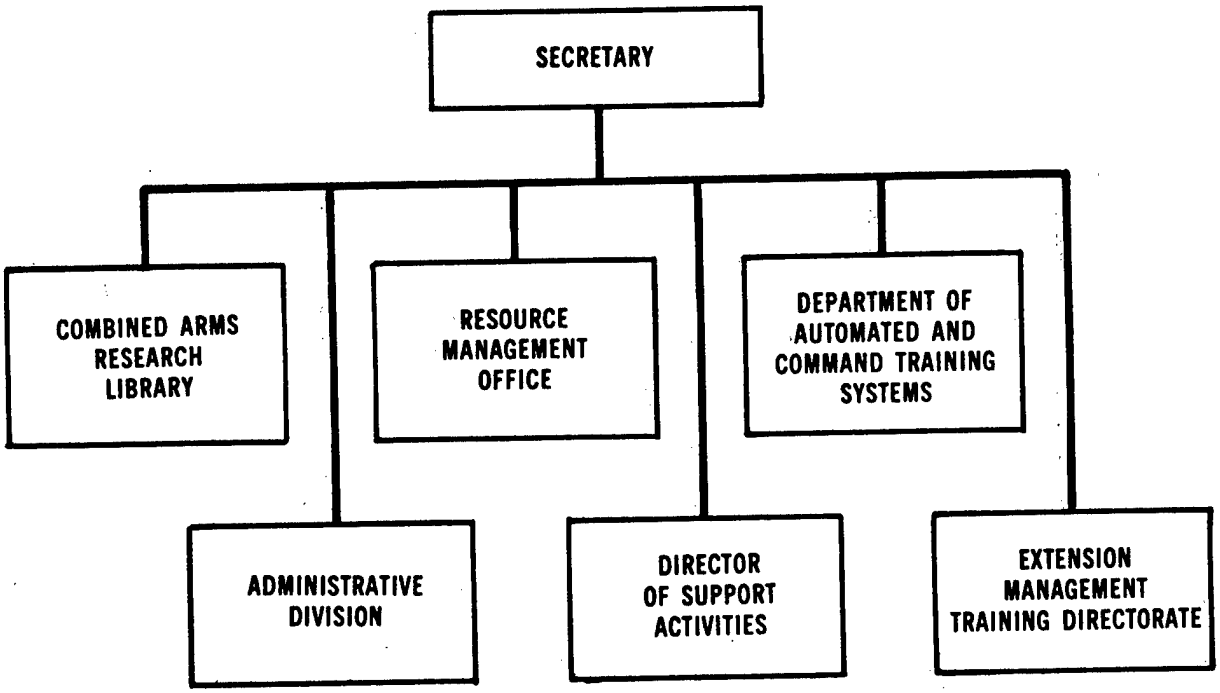



Figure 8.

## RESOURCES

Responsibility to manage CGSC resources is decentralized from the Commandant through the Deputy Commandant to the departments and offices assigned to the College. The executive agent (Program Director) is the Secretary. Resources are categorized as human, financial, and physical. The Resource Management Office (RMO) acts as the independent broker for the Secretary and provides for the day-to-day administration of human and financial resources. The Director of Support Activities (DSA) is responsible for physical resources. The sections that follow discuss each of these three areas. Figure 8 represents the organization of the Office of the Secretary.

I. HUMAN RESOURCES.

A. The training and education of officers in military art and science require extensive personnel resources. Cognizant of this need, the Department of the Army has provided the Command and General Staff College with sufficient personnel to accomplish this vital mission (Figure 8). While other Department of the Army service schools are staffed at the rate of one instructor for every 1,250 hours of instruction, the Command and General Staff College is staffed at the rate of one instructor for every 400 hours of instruction. This liberal staffing policy, combined with CGSC's newly acquired "excepted unit status," attests to the importance the Army increasingly places on the CGSC mission. The excepted unit status guarantees CGSC 100 percent fill of its officer authorizations; however, it will take the personnel system 2 to 3 years to catch up with this recent change. A list of current CGSOC, CAS$^3$, and SPD staff and faculty members is contained in the supplement to the 1984-85 CGSC Catalog. A list of SAMS staff and faculty appears in section Two, chapter 16, of this report.

B. The Command and General Staff College is organized to ensure that the teaching mission receives absolute top priority. Every available personnel resource is directed toward accomplishing this objective. Faculty make up approximately 40 percent of CGSC personnel, and although this number may appear small at first, it is actually much larger when compared with the support personnel associated with the many other "noninstruction" CGSC missions, for the depth and intensity of the CGSC program of instruction require a considerable support network. Whether fulfilling an instructional or a support role, however, all personnel work primarily toward meeting the CGSC education and training objective.

C. To understand fully the staffing process within the Command and General Staff College, one must become familiar with the manpower management tools employed by the Department of the Army. The three basic manpower management tools used to determine the CGSC personnel staffing level are summarized below:

1. Department of the Army Pamphlet 570-588, Staffing Guide for Service Schools serves as the general planning guide for determining manpower levels and contains the best information available to estimate the manpower required to perform a given workload within a service school. For instance, and as noted above, CGSC is structured to be staffed at the rate of one instructor per every 400 hours of instruction.

2. The "Manpower Survey" augments and validates the standards established in the staffing guide and recognizes the necessary manpower to accomplish the particular CGSC mission. Surveys occur on a 2- to 5-year cycle, and CGSC tentatively is planning to be resurveyed in fiscal year (FY) 86. However, because engineered manpower staffing standards are being

developed for the academic departments, the 1986 survey will only cover the support directorates.

a. The "Manpower Staffing Standard System" (MS3) is being developed by the Army as a result of widespread dissatisfaction with the Manpower Survey's former Instructor Contact Hour (ICH) staffing method of determining instructor requirements. The new approved standard will provide more realistic mathematical models (equations) to be used in determining instructor requirements.

b. The TRADOC Management Engineering Activity (TRAMEA) team has been developing revised instructor requirements for the College during the period November 1984 to June 1985. Once the standards are completed and approved, the instructional departments will be resourced based on these formulas.

3. The third tool CGSC employed to determine manpower requirements is the TRADOC Review of Manpower (TRM). The concept behind the TRM process is that by measuring workload (either the number of students and courses or training development missions), TRADOC is able to adjust the manpower baseline between surveys. The TRM is a semiannual requirement which attempts to align personnel resources with current mission priorities.

D. These tools enable CGSC to get its mission resourced by activating the personnel resource system. The actual assignment of personnel occurs via different, but associated channels.

1. For officer personnel, requisitions are submitted annually for forecasted vacancies. By agreement between the Department of the Army and the College, no officer is assigned to the College faculty without the concurrence of the Commandant. In effect, this coordination with the Department of Army allows the College to select its faculty.

In addition to the formal procedure for requisitioning officers, a small percentage (5 to 10 percent) is assigned on the basis of their personal credentials or on the recommendation of a former supervisor. Regardless of the assignment method, when the College is notified of an incoming officer, his credentials are routed to the department directors, who make assignment recommendations. The directors' recommendations are forwarded to the Deputy Commandant, who makes the final decision. Directors' recommendations are based upon a number of factors: needs of the department, qualifications of the officer, and ways in which the incoming officer would be employed.

2. The assignment of civilians to the College follows the guidelines and procedures set forth in the merit system requirements of the Office of Personnel Management (OPM). The basic principles of merit staffing are to recruit qualified people to form a work force that fairly represents our society, to select and promote on the basis of relative knowledge, skill, and ability, and to use fair and open competition to assure equal opportunity.

There are currently (FY 85) 267 full-time, permanent civilian positions authorized for the College, with an average grade of GS-6 or 7. Traditionally, the College has filled at least 95 percent of its authorized civilian positions. During busy periods or to cover an area not fully resourced, the College may authorize a temporary or excess permanent position. The majority of the civilian work force employed by the College occupy support roles. Only a small percentage (10 percent) actually instruct.

E. All potential faculty members must have attended the CGSC or an equivalent institution (Armed Forces Staff College and other Services Staff Colleges). There are currently on the faculty 180 officers who hold

master's degrees and 8 who hold Ph.D's. Among the civilian faculty members, 28 possess master's degrees, while 25 have Ph.D's.

1. Prospective faculty members among the CGSC student body are closely observed to determine their suitability for faculty assignment. In making this determination, the officer student's scholastic record, his previous educational and military background, and his demonstrated skill as a discussion leader are major considerations.

2. The customary tour of duty for an officer member of the faculty is 3 years. Usually about 25 percent of faculty replacements come directly from the graduating class. Most, however, come from the Army at large, where they have held a variety of assignments. As a result, the College faculty is constantly infused with new developments and talents.

3. For the traditional curriculum areas--staff procedures, tactics, and logistics--graduation from the College, former service pedagogical duty, and other typical career assignments basically qualify an officer for faculty selection. In the newer areas of the curriculum--management, military history, security assistance, and strategic studies--specialized preparation by formal study and by applied experience is required. The Army Educational Requirements Board has prescribed a graduate degree as a prerequisite for assignment to 38 positions on the College faculty, so that officers taking these positions must receive in-depth training in these specialties before being assigned.

4. The FY 85 Table of Distribution and Allowances (TDA), which identifies those personnel assets required to perform the CGSC mission, reflects CGSC's high priority and excepted unit status and ensures that the College receives adequate personnel to accomplish its vital objectives. The officers and civilians of the faculty are literally handpicked to ensure

their suitability. It is no exaggeration to state that, in terms of overall quality, their credentials place them in the upper 10 percent of the Army's available resources.

F. As mentioned earlier, the intensity and depth of the College mission require extensive human resources. Aside from the "pure" instructional personnel, the remaining CGSC personnel assets can be divided into either "support" or "other CGSC" missions. The following is a brief description of these missions and the number of personnel currently authorized to perform them:

1. Support.

a. Combined Arms Research Library (CARL). The library maintains research materials for the entire student population, faculty, and other CAC activities (32 civilians).

b. Director of Support Activities (DSA). This unit furnishes classroom and logistical support for the College (33 civilians, 4 military).

c. Department of Automated Command Training Systems (DACTS). This directorate maintains computer and automation support for the College (16 civilians, 12 military).

d. Secretary. This office affords the overall resource and administrative support for the College and carries out US Army liaison responsibility (12 civilians, 19 military).

e. Department of Academic Operations (DAO). The staff plans, evaluates, schedules, and coordinates the College curriculum and implements faculty development (23 civilians, 22 military).

f. Extension Training Management (ETM). This organization supports all CGSC nonresident courses for approximately 20,000 students (45 civilians, 4 military).

g. Class Director. The Class Director provides the necessary administrative and clerical support for the student body and manages Allied affairs (2 civilians, 12 military).

2. Other CGSC Missions.

a. Combat Studies Institute (CSI). Approximately half of the personnel assets within this department are involved in DA/TRADOC-sponsored historical research or in the Military History Education Program (12 civilians, 12 military).

b. Center for Army Leadership (CAL). Aside from its leadership instructional mission, CAL is also the Army proponent for research and doctrine in the leadership area (3 civilians, 13 military).

c. Military Review. The organization is responsible for the publication of this foremost military journal, both the English and foreign language editions (Brazilian, Portuguese, and German) (9 civilians, 6 military).

d. Doctrinal Literature Management Office (DLMO). This team, based at CGSC, monitors and coordinates the doctrinal effort within TRADOC (11 civilians, 7 military).

e. School for Professional Development (SPD). This unit is responsible for monitoring, coordinating, and scheduling the many new functional courses and conferences held at the College (6 civilians, 19 military).

In all these areas most other CGSC missions and support personnel are employed. There are other minor areas which are support-related, in addition to the administrative and clerical support located within the teaching departments. All areas considered, the noninstructional departments within the College entail approximately 60 percent of the

personnel resources. (If CGSC's non-College (external) missions and associated personnel are subtracted from this figure, the actual support percentage for the College drops to around 38 percent.)

G. In the past 5 years, CGSC has assumed a much greater prominence in the area of officer education. Of the seven recognized officer education levels within the Army, CGSC is now responsible for the middle four: the Combined Arms Services Staff School ($CAS^3$), the Command and General Staff Officer Course, the School for Advanced Military Studies, and the School for Professional Development. This increased prominence and responsibility have resulted in a 75 percent increase in manpower since FY 81. As mid-level officer education continues to expand, and as CGSC is tasked to provide this training, it is certain that the College's human resources will increase proportionately.

II. FINANCIAL RESOURCES.

A. The Command and General Staff College receives funds from the Training and Doctrine Command (TRADOC) to finance the activities of the College after CGSC's requirements are communicated to TRADOC via the Command Operating Budget, a formal report submitted annually in the spring. Additional out-of-cycle requests can be made during the course of the fiscal year. The budget process is discussed below.

B. Funds for the College are approved by Congress through various appropriations. The following is a description of the sources for capital and operating funds.

1. Capital Outlay.

a. Other Procurement, Army (OPA). The College receives OPA funds for the procurement of certain automated equipment but does not budget for these funds because of the long time associated with the procurement process. Instead, TRADOC manages these types of capital funds.

CGSC PERSONNEL STRENGTH REPORT

| PARAGRAPH SECTION TITLE | OFFICER/WARRANT REQUIRED | AUTHORIZED | ON-HAND | ENLISTED REQUIRED | AUTHORIZED | ON-HAND | CIVILIAN REQUIRED | AUTHORIZED | ON-HAND | DEPARTMENT TOTALS REQUIRED | AUTHORIZED | ON-HAND |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 01 OFFICE OF THE DEPUTY COMMANDANT | 5 | 5 | 5 | 3 | 3 | 2 | 6 | 6 | 6 | 14 | 14 | 13 |
| 02 SECRETARY | 11 | 11 | 10 | 8 | 8 | 7 | 12 | 12 | 10 | 31 | 31 | 27 |
| 03 DIRECTORATE OF SUPPORT ACTIVITIES | 1 | 1 | 1 | 3 | 3 | 3 | 34 | 33 | 29 | 38 | 37 | 33 |
| 04 LIBRARY | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 32 | 31 | 34 | 32 | 31 |
| 05 DIRECTORATE OF AUTOMATED COMMAND & TRAINING SYSTEMS | 4 | 2 | 5 | 16 | 11 | 9 | 16 | 15 | 12 | 36 | 28 | 26 |
| 06 EXTENSION TRAINING MANAGEMENT DIRECTORATE | 4 | 2 | 3 | 2 | 2 | 1 | 50 | 45 | 43 | 56 | 49 | 47 |
| 07 DIRECTOR OF ACADEMIC OPERATIONS | 20 | 20 | 13 | 3 | 2 | 2 | 26 | 22 | 18 | 49 | 44 | 33 |
| 08 SCHOOL FOR PROFESSIONAL DEVELOPMENT | 17 | 17 | 10 | 2 | 2 | 2 | 6 | 5 | 2 | 25 | 24 | 14 |
| 09 CLASS DIRECTOR | 6 | 6 | 6 | 5 | 5 | 3 | 2 | 2 | 2 | 13 | 13 | 11 |
| 10 MILITARY REVIEW | 5 | 5 | 3 | 1 | 1 | 1 | 10 | 9 | 11 | 16 | 15 | 15 |
| 11 DOCTRINAL LITERATURE MANAGEMENT OFFICE | 11 | 7 | 6 | 0 | 0 | 0 | 12 | 11 | 11 | 23 | 18 | 17 |
| 12 CENTER FOR ARMY LEADERSHIP | 37 | 36 | 23 | 8 | 6 | 5 | 11 | 10 | 7 | 56 | 52 | 35 |

Figure 9.

CGSC PERSONNEL STRENGTH REPORT

| PARAGRAPH | SECTION TITLE | OFFICER/WARRANT REQUIRED | OFFICER/WARRANT AUTHORIZED | OFFICER/WARRANT ON-HAND | ENLISTED REQUIRED | ENLISTED AUTHORIZED | ENLISTED ON-HAND | CIVILIAN REQUIRED | CIVILIAN AUTHORIZED | CIVILIAN ON-HAND | DEPARTMENT TOTALS REQUIRED | DEPARTMENT TOTALS AUTHORIZED | DEPARTMENT TOTALS ON-HAND |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 13 | DEPARTMENT OF TACTICS | 107 | 105 | 66 | 4 | 3 | 2 | 10 | 10 | 9 | 121 | 118 | 77 |
| 14 | DEPARTMENT OF COMBAT SUPPORT | 66 | 56 | 38 | 6 | 5 | 4 | 8 | 8 | 8 | 80 | 69 | 50 |
| 15 | DEPARTMENT OF JOINT & COMBINED OPERATIONS | 44 | 40 | 28 | 3 | 2 | 2 | 10 | 10 | 9 | 57 | 52 | 3 |
| 16 | COMBAT STUDIES INSTITUTE | 30 | 23 | 12 | 3 | 3 | 3 | 26 | 24 | 21 | 59 | 50 | 36 |
| 17 | COMBINED ARMS AND SERVICES STAFF SCHOOL | 100 | 94 | 37 | 5 | 5 | 3 | 18 | 9 | 4 | 123 | 108 | 44 |
| 18 | SCHOOL FOR ADVANCED MILITARY STUDIES | 4 | 4 | 9 | 1 | 1 | 2 | 5 | 4 | 5 | 10 | 9 | 16 |
| | TOTALS - CGSC | 472 | 434 | 275 | 73 | 62 | 51 | 296 | 267 | 238 | 841 | 763 | 564 |

Figure 9 (cont).

CGSC submits requirements, as developed, and the funding is determined at TRADOC. The College has not experienced major problems in gaining these funds when required.

b. Military Construction, Army (MCA). These funds are used to construct new or to renovate old facilities involving costs that exceed $200,000. These funds are managed at the installation (Fort Leavenworth) level. The College participates in the planning process as a member of the Installation Planning Board.

2. Operating Funds.

a. Operations and Maintenance, Army (OMA). This is a Congressional appropriation to pay for recurring costs such as civilian salaries, travel, rentals, transportation of things, contracts, supplies, printing, and certain types of authorized equipment. This appropriation represents the major source of funds over which the College exercises direct control.

b. Reimbursable orders. These funds are provided to the College by outside agencies to cover the cost of tasks CGSC performs in support of their activities. The majority of such reimbursements received by the College is from the category "Foreign Miltary Sales," from foreign Allied Countries that send officers to attend the Command and General Staff Officer's Course and that bear the cost of training these officers.

c. Nonappropriated funds. These funds include cash received from the Nonappropriated Fund Instrumentalities (NAFI) and are not appropriated by the Congress. Most of these funds are provided for student activities, for events hosted by the Commandant and Deputy Commandant, and some are used for activities which benefit the staff and faculty.

d. Gifts and Trusts. The College received a cash gift from Mrs. Mae Jantzen after her death in 1981. These funds were provided through Army financial channels to the College and are invested at interest. Income received on the investment is used at the Commandant's discretion, but generally for hosting and social functions of the College. A portion of the income received is reinvested to maintain the relative value of the principal.

3. Budget Process. The budgeting process is a formal process within TRADOC, the Department of the Army (DA), and the Department of Defense (DOD). Timely estimates of mission requirements must be made to determine the level of funding needed for accomplishment. The budget process is accomplished through the following process.

a. Budget (dollar) and Manpower Guidance (BMG) is issued by TRADOC through the installation to the College each fiscal year.

b. In return, the College's Command Operating Budget (COB) is prepared and submitted to the Installation in April. On 1 October authority to obligate and expend funds is normally provided by TRADOC through the installation to the College. The passage of continuing resolutions by the Congress in recent years has not impaired the CGSC mission.

c. TRADOC uses an additional management tool called the Installation Contract. This annual instrument is a signed agreement between the TRADOC Commander and the Commandant which stipulates as closely as possible the missions to be accomplished with the dollar and manpower resources provided. The draft contract is signed as soon as DA provides TRADOC with funding guidelines for the year. This draft is based on the College budget. Negotiations are concluded by November, and the final contract is signed in January.

d. Fund utilization rates are closely monitored by the Office of the Secretary to keep track of spending targets established by the College. Deviations from targets are analyzed and reported to the Deputy Commandant throughout the fiscal year, and corrective actions are taken as needed. Periodic resource reviews are also conducted between the installation Comptroller and the College's Resource Management Officer.

e. In late March or early April each year, or otherwise as needed, TRADOC conducts a Budget Execution Review (BER). The BER compares budget execution against established programs and projects the status of budget requirements for the remainder of the fiscal year. New requirements are introduced, and old requirements are deleted or re-prioritized as needed. The CGSC budget for FY 85 is depicted in figure 10.

C. Control of Funds.

1. Obligation targets are the principal means of controlling financial resource authorizations. The Comptroller of the Fort Leavenworth Combined Arms Center (CAC) establishes obligation targets within the installation annual and quarterly ceiling received on a Funding Authorization Document (FAD) from TRADOC. The CAC Comptroller documents and distributes the approved targets to the CGSC on a FAD. The obligation targets are issued for quarter to date and, where appropriate, on an annual basis. The FAD for CGSC is received by the Resource Management Office (RMO) which establishes and adjusts the total CGSC Annual Funding Program (AFP). The RMO is responsible for informing the affected CGSC Activity Director(s) of the AFP adjustments and adjusting the funding available to the activity (or activities) as appropriate. The CGSC Program Director is briefed on any and all changes to the CGSC AFP by RMO.

CGSC FY 85 BUDGET

| | | (X$000) |
|---|---|---|
| 1. | OMA | |
| | (a) Program 2 (Mission) | |
| | Combat Developments | 126.3 |
| | (b) Program 8 (Training) | |
| | Professional Military Education | 6119.6 |
| | Training Developments | 1422.7 |
| | Combined Arms Services School | 534.1 |
| | Training Support to Units | 965.6 |
| | Base Operations (Museum) | 112.6 |
| | (c) Program 10 (Other International Activities) | 275.9 |
| | (d) Reimbursements | 726.6 |
| | (e) Total OMA | 9956.8 |
| 2. | Nonappropriated Funds | (X$000) |
| | Unit | 2.1 |
| | Student Activities | 37.1 |
| | TOTAL | 39.2 |
| 3. | Trust Fund (Jantzen Fund) | 6.3 |

4. These amounts are further programmed by department by Element of Expense Category as follows: ($000)

(a) Mission

| | Personnel | Travel | Transportation | Rentals | Contracts | Supplies | Equipment |
|---|---|---|---|---|---|---|---|
| DLMO (CD) | 61.3 | 65.0 | | | | | 126.3 |

Figure 10.

(b) Professional Military Education

| | Personnel | Travel | Transportation | Rentals | Contracts | Supplies | Equipment |
|---|---|---|---|---|---|---|---|
| Secretary | 104.4 | 25.0 | | | 2.0 | 4.5 | 1.4 |
| DSA | 962.3 | 1.0 | | | 308.7 | 60.5 | 1.0 |
| CARL | 683.2 | 12.0 | 8.3 | | 32.0 | 65.0 | 90.0 |
| RMO | 101.5 | 41.3 | | | 41.4 | | |
| WPC | 235.6 | 1.0 | | 250.0 | 29.0 | 33.0 | |
| SCTY | 14.5 | | | | | | |
| CIV SUB | 21.1 | | | | | | |
| SVC LNO | 45.5 | 10.0 | | | | | |
| AMSD | 102.2 | 82.0 | | 17.0 | .6 | 3.0 | 132.0 |
| GDP | 88.1 | 18.0 | | | 129.0 | 1.0 | 1.0 |
| DCE | 28.3 | 62.8 | | | 40.6 | 27.2 | 8.4 |
| CL DIR | 69.4 | 5.0 | 1.0 | | 99.0 | 7.0 | |
| DACTS | 362.2 | 11.0 | .5 | 60.3 | 423.0 | 44.0 | 6.2 |
| DAO | 123.0 | 44.0 | | | | 5.5 | |
| CAL | 131.4 | 150.0 | | | 1.5 | 10.0 | .1 |
| DTAC | 59.3 | 80.0 | | | .2 | 12.7 | 3.0 |
| DCS | 115.4 | 51.0 | | | | 18.4 | |
| DJCO | 79.0 | 60.0 | | | 24.0 | 4.0 | 1.0 |
| CSI | 367.5 | 103.0 | 1.0 | | 79.0 | 4.0 | |
| MR | 158.3 | 4.9 | 0.0 | 0.0 | 10.5 | 1.4 | 2.2 |
| TOTALS | 3580.9 | 736.2 | 10.8 | 369.0 | 883.3 | 268.2 | 246.3 |

Figure 10 (cont).

(c) Training Developments

| | Personnel | Travel | Transportation | Rentals | Contracts | Supplies | Equipment |
|---|---|---|---|---|---|---|---|
| DCS | | | | | | | |
| DLMO | 200.0 | 23.2 | | | | | |
| RMO | 25.0 | 1.9 | | | | | |
| CSI | 305.0 | 88.3 | 6.2 | | 1.0 | 3.7 | 2.5 |
| CAS3 | 196.0 | | | | | | |
| DAO | 336.5 | 9.6 | | | | | |
| CAL | 111.0 | | 5.1 | | | | |
| DJCO | 102.0 | 18.9 | . | 0.0 | 2.0 | 1.0 | 1.0 |
| TOTALS | 1258.1 | 141.9 | 11.30 | 0.0 | 3.0 | 4.9 | 3.5 |

(d) Combined Arms Services School CAS3

| | Personnel | Travel | Transportation | Rentals | Contracts | Supplies | Equipment |
|---|---|---|---|---|---|---|---|
| CAS3 | 71.4 | 26.9 | 13.5 | 22.8 | 0.0 | 36.8 | 362.7 |

(e) Training Support to Units

| | Personnel | Travel | Transportation | Rentals | Contracts | Supplies | Equipment |
|---|---|---|---|---|---|---|---|
| ETM | 838.0 | 22.0 | 53.0 | 0.0 | 3.0 | 49.6 | 0.0 |

(f) Museum

| | Personnel | Travel | Transportation | Rentals | Contracts | Supplies | Equipment |
|---|---|---|---|---|---|---|---|
| Museum | 101.1 | 1.5 | | 3.1 | 2.0 | 3.4 | 1.5 |

(g) Publication of Latin Version of Military Review

| | Personnel | Travel | Transportation | Rentals | Printing | Contracts | Supplies | Equip. |
|---|---|---|---|---|---|---|---|---|
| Military Review | 111.2 | 1.0 | 0.0 | 9.8 | 112.2 | 37.5 | 0.4 | 3.8 |

Figure 10 (cont).

(h) Nonappropriated Fund Budget for FY 85

| | | |
|---|---|---|
| (1) Student Activities Account | | $39.9 |
| CLASS DIR | $ 3.6 | |
| DAO | 3.7 | |
| PCC | 6.8 | |
| DTAC | .6 | |
| CSI | 1.9 | |
| CAL | 3.0 | |
| CAS3 | 2.7 | |
| DCS | 1.4 | |
| DJCO | .4 | |
| SAMS | .6 | |
| CMDT/DC | 15.1 | |
| (2) CGSC Staff and Faculty Unit Fund | | $ 2.1 |
| (i) Jantzen-Bremer Fund | | $ 6.3 |
| SAMS | $ .2 | |
| CAS3 | .1 | |
| CL DIR | .2 | |
| SPD | .1 | |
| DAO | .6 | |
| DCS | .1 | |
| DJCO | .2 | |
| CAL | .4 | |
| DLMO | .1 | |
| DCMDT | 2.8 | |
| CMDT | 1.6 | |

Figure 10 (cont).

2. When authorized work and services are performed for others on a reimbursable basis, such reimbursement is treated as an additional source of obligation authority. As the services are provided, CGSC earns the reimbursement as an increase to its direct obligation authority. The RMO has the responsibility to monitor and manage reimbursable funds and to ensure that the cumulative direct obligation amount is not exceeded.

D. Decentralization of Financial Resources.

1. The CGSC Program Director (Secretary) is authorized to certify that funds are available to cover transactions applicable to the CGSC obligation target. The Program Director has the financial authority and responsibility for determining that the CGSC targets are adequate to cover all transactions initiated. The Program Director also is authorized to delegate, in writing, other individuals to certify the availability of funds.

2. Additionally, the CGSC Program Director is responsible for ensuring that certified requests for the local procurement of supplies, equipment, and personal services are obligated by the authorized order-issuing officer within the time frame necessary to fulfill operational requirements.

3. Obligation targets represent the amounts of funds that may be obligated cumulatively through a given quarter of the fiscal year. Targets must not be exceeded without prior approval of the CAC Comptroller. In the event that an obligation target is exceeded, the person or persons responsible will be subject to an investigation and may be held liable. Internally the obligation targets for each CGSC activity will represent to the Activity Director the amount of funds to be used through a given quarter of the fiscal year. Internal targets must not be exceeded without prior approval of the RMO and the CGSC Program Director.

4. Funds earmarked for specific purposes within certain obligation targets are clearly identified by the RMO and CGSC departments. Adjustments in these funds may occur only after approval by the RMO, the CGSC Program Director, and the CAC Comptroller. When approval is received, a funding change will be processed.

E. The departmental budgets are not inflexible. It has been the College's experience that finanacial resources are constantly being cross-leveled and readjusted to match new and re-prioritized missions. The key, underlying financial management principle within the College is to allow high-priority operational requirements to dictate the allocation of dollars. Because of the continuous growth of the College and its increasing role as the center of officer education, the management of resources must be a dynamic process. For this reason, departmental directors and their staffs keep continuously aware of the costs of doing business and stay abreast of the financial disposition of their respective activities.

F. The Budget Guidance for FY 85 has been very favorable. Additional requirements totaling $1.4 million that were previously not funded have received favorable consideration by TRADOC. Considerable uncertainty however, surrounds the future financial expansion of the College's training base. With the possibilities of budget cuts within DOD by the current administration, it is prudent to expect that the College will be affected. Despite this possibility, present signals indicate that the Command and General Staff College will continue to be a top-priority institution within the Army and TRADOC.

III. PHYSICAL RESOURCES.

A. Introduction. The Command and General Staff College occupies a small part of Fort Leavenworth's 5,635 acres of developed and undeveloped

terrain. This section addresses the adequacy of physical facilities and the long-range plan for expansion of the Command and General Staff College.

B. Instructional Facilities. The Command and General Staff College is housed in two major instructional buildings, Bell Hall and Flint Hall.

1. Bell Hall is located on Arsenal Hill overlooking the Missouri River. The building currently provides 318,448 square feet and is divided into 24 classrooms, 2 auditoriums, a library, bookstore, coffee shop, barber shop, laundry, and office space for the College faculty and staff.

a. Eisenhower Auditorium has 1,425 seats which accommodate the entire student body and most of the staff and faculty. The stage, one of the largest in the Army, has modern audiovisual equipment for almost any type of production. Marshall Auditorium seats 354 and is used not only for instruction but also as a briefing room for the staff and faculty. Both auditoriums are fully climate-controlled, with lecterns and lighting controls for multimedia presentations. Eisenhower Auditorium has audience microphone access. Lapel microphones are available for guest speaker mobility during the lecture and discussion periods. Both auditoriums have fully equipped projection booths located at the rear, operated by audiovisual technicans, and in both the following equipment is available:

(1) Closed-circuit television for screen projection in Eisenhower Auditorium and sidemount television projection in Marshall.

(2) Dual, 16-mm sound motion-picture projectors: front and rear projection in Eisenhower, front projection only in Marshall.

(3) 35-mm (2"x2") slide projector with pushbutton, remote control attachment.

(4) Overhead projector for 10"x10" or smaller transparencies: front and rear projection in Eisenhower, front projection only in Marshall.

(5) Triple-screen projection available for both auditoriums.

(6) Chalkboards, easels, and pointers.

(7) Sound tape recorder (3.75'/min or 7.50'/min).

b. Each classroom in Bell Hall contains 2,500 square feet of floor space and can accommodate up to 60 students. Classrooms can be divided into two or four smaller work areas by sliding acoustical partitions. Equipment available for use in classrooms includes:

(1) Overhead projectors for 10"x10" or smaller transparencies. Can be used only for rear projection. Portables are available for front projection.

(2) 16-mm sound motion-picture projectors for front projection.

(3) 35-mm (2"x2") slide projectors for rear projection only.

(4) Closed-circuit television with video-playback capability.

(5) Motion-picture screens. Sound tape recorders (both reel-to-reel and cassette).

(6) Phone jacks for installation of up to 24 telephones and/or computer terminals.

2. Flint Hall contains 18,545 square feet of floor space of which 7,745 square feet is a gymnasium. The remaining 10,800 square feet provides additional instructional space in the form of four small seminar rooms, a

medium-sized terrain board exercise area, and administrative office space. These facilities support individual study, staff group discussions, lecture-conferences, and battle simulations. Each environment is functional, reasonably comfortable, and able to deliver a full range of audiovisual systems. If necessary, each classroom can become a laboratory to practice the skills required in a specific subject.

C. Additional Facilities. Muir Hall, also located a short distance from Bell Hall, houses the Extension Training Management Directorate. It contains 18,545 square feet of floor space divided into administrative offices and warehouse area and is the operation center for CGSC's nonresident programs serving more than 20,000 students.

D. Current Site Development and New Construction. The major project of the mid-1980's is the addition to Bell Hall which will house the CAS$^3$ students, staff, and faculty and which is scheduled for completion in FY 85. This addition contains 58,900 square feet of floor space divided into 55 seminar rooms and 23 offices. Each seminar room can accommodate up to 15 students and contains:

1. Portable overhead projectors.
2. Front screen.
3. Reverse screen.
4. Telephone jack.
5. Coaxial cable for both TV and data link.
6. Video camera and recorder.
7. Computer table.
8. Cork and chalk boards.
9. Storage space.

E. Supplies and Equipment. Supplies and equipment used within the College (figures 11 and 12) are requisitioned by instructional departments. Expendable supplies (pens, pencils, tablets, etc.) are purchased at the post self-service store as needed. Funding is provided in the fiscal year budget based on previous needs. Equipment (desks, chairs, typewriters, computers, etc.) is budgeted annually in advance and, when received, becomes accountable property. Equipment is purchased by the Post Purchasing and Contracting Officer based on systematically established requirements. Bids are solicited, and normally the lowest bid is the one accepted. The same procedure is used in contracting. The College contracts for such items as copying machines, and such contracts usually contain a provision for maintenance.

1. Equipment and Supplies in the Instructional Departments. Figures 12 and 13 show ratings of the adequacy of supplies and equipment in the College's instructional departments as evaluated by CGSC users.

2. Routine Maintenance and Repair of Equipment.

a. Maintenance for equipment such as typewriters, calculators, and office machines is accomplished in various ways. New office equipment is under warranty (for approximately 1 year), and repair is performed by the vendor. Older office equipment is repaired through commercial contract. Some office equipment is repaired "in-house" by the Directorate of Industrial Operations' Maintenance Division.

b. Audiovisual equipment and training aids are maintained by the Media Support Center (MSC). Items requiring repair are turned in to MSC by the user.

CGSC SUPPLIES RATINGS

Legend

1. Excellent
2. Good
3. Satisfactory
4. Below Standard
5. Unsatisfactory

| PROGRAM | RATING |
|---|---|
| Emergency Needs | 2 |
| Diversity of types of supplies | 1 |
| Meets industrial standards | 1 |
| Budget | 2 |
| General Adequacy | 2 |
| Average Rating | 2 |

Figure 11.

CGSC EQUIPMENT RATINGS

Legend

1. Excellent
2. Good
3. Satisfactory
4. Below Standard
5. Unsatisfactory

| PROGRAM | RATING |
|---|---|
| Planning | 1 |
| Maintenance | 2 |
| Diversity of types of equipment | 2 |
| Meets industrial standards | 1 |
| Age | 3 |
| Budget | 2 |
| General Adequacy | 2 |
| Average Rating | 2 |

Figure 12.

3. Emergency Repair of Equipment. The Army priority system is used on all logistical transactions. Priorities determine the urgency with which supply or maintenance transactions must be processed. Priorities are assigned under the Military Standard Priority System and range from 01 through 15: the lower the number the higher the priority. Priorities are assigned based upon a combination of the Urgency of Need Designator (UND) and the Force/Activity Designator (FAD) assigned to the unit.

4. Storage. Storage space for supplies and materials within the classrooms is generally adequate.

5. Property Accountability. Accountability and control of supplies and equipment are maintained at the departmental level, commensurate with the instructional mission.

6. Purchase of Equipment and Supplies.

a. The policy of the Department of the Army is to authorize local purchase of commonly available items when doing so is off-the-shelf and more economical and advantageous to the Government than centralized acquisition. Local purchase of depot-stocked commercially available items is not authorized. Items stocked in the depot system are acquired by requisitioning from the appropriate National Inventory Control Point (NICP).

b. Local purchase. Local procurement of commonly available items is a function of the Directorate of Industrial Operations Procurement Division. The method of procurement--soliciting bids and selecting a successful bidder--is the responsibility of the Contracting Officer. It is the responsibility of the requiring organization to describe accurately and adequately the items required. While brand names of specific manufacturers or vendors may not be requested, a request for items "similar or equal to"

brand-name counterparts may be provided as a comparison guide for the Contracting Officer.

7. Safety and First Aid. First aid supplies and treatment are available at Munson Army Community Hospital, the Post Dental Clinic, and a small medical clinic located in Bell Hall for daily sick call. Because of the relatively small size of the post, these facilities have been adequate.

F. Future Construction. The Bell Hall addition, along with the Combined Arms Development Center, currently provides the basis for the majority of the master development program at Fort Leavenworth. In preparation for this new construction, the following projects are programmed. Also see chapter 9 for further details of future development.

1. Gymnasium - FY 84 (construction underway).
2. Unaccompanied Officers' Quarters - FY 84/85.
3. Medical Supply Warehouse - FY 86.
4. Health Clinic - FY 86.
5. Officer Club Dining Expansion - FY 86.
6. General Instruction/Battle Simulation Facility - FY 89.
7. New NCO Club - FY 87.
8. East-West By-Pass Road - FY 89.
9. Elevated Water Storage Tank - FY 87.
10. Sanitary Sewer Upgrade - FY 88.
11. Fire Station - FY 88.
12. New Combined Arms Research Library - 1990.
13. New General Education Facility - 1990.

IV. SUMMARY. In the College-wide view of the CGSC Secretary, CGSC generally has sufficient resourcing in most areas of its operations but shortcomings in others. This view is confirmed by the assessments reported

by individual departments in later portions of this report. Among CGSC's areas of strengths are civilian hirings across the College and military assignments in certain departments where the placement of qualified officers in specialty positions has been possible. Also a strength has been funding for travel, equipment, and expendables. Additionally, Bell Hall itself has proven a generally excellent College facility over the first quarter century of its life and has been maintained in good condition.

On the other hand, most departments lack sufficient numbers of officers to perform all the duties assigned as fully as the institution would prefer, especially where some unusual specialties or experience are concerned. Although recent personnel decisions at higher levels are expected to lead to improvements in this situation, these gains probably will be a few years in occurring. Similarly, some of Bell Hall's equipment, such as faculty office furniture, although in use, is outdated and in uneven repair. This equipment gradually is being replaced or reconditioned.

Although improvements continue to be made in the classrooms, such as new carpet, improved partitions, and powerful computer systems, the rooms themselves continue to be too large and often too noisy for optimal learning, especially in small-group instruction. Solutions for this difficulty--renovating existing facilities and constructing new ones--will require time to materialize, but the College has recognized the problem, programmed the funding to address it, and anticipates its solution during the next 5 years.

In short, CGSC has developed excellent resources in many areas of its operations and is working systematically to improve those which are not yet satisfactory.

# CHAPTER 6

# ACADEMIC OPERATIONS

DIRECTORATE OF ACADEMIC OPERATIONS

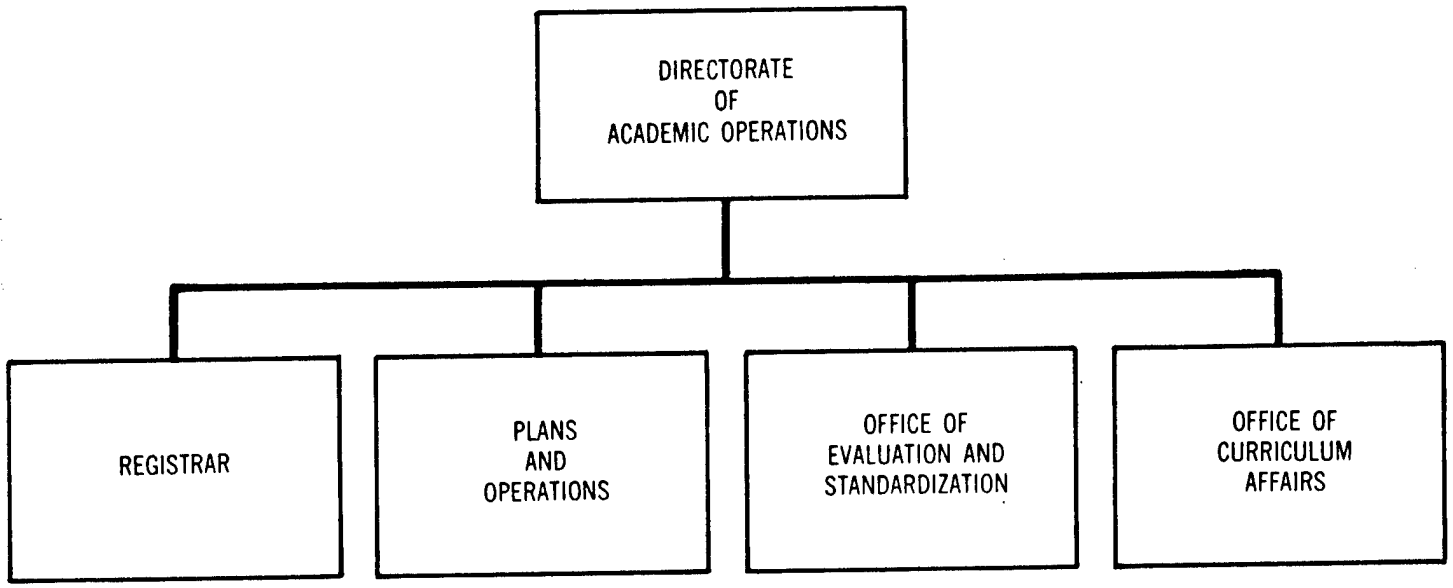



Figure 13.

## ACADEMIC OPERATIONS

I. MISSION.

A. The Director of Academic Operations (DAO) serves as principal curriculum manager and advisor to the CGSC Commandant and Deputy Commandant for the conduct of resident and Armywide extension education for which the College is responsible. The Directorate coordinates and provides academic support to the instructional departments and coordinates the CGSC curriculum evaluation program. This mission has both a current and future focus which shapes the activities of the various divisions of the Directorate. DAO not only assists in the preparation, development, conduct, and evaluation of effective instruction at present but also provides the system which plans, accounts for, and evolves the curriculum which will meet the needs of the Army of the future.

B. The overall DAO mission is clearly understood by assigned personnel. Consistent with our mission and the planned growth of the College, DAO held a series of meetings this year to refine further the varying functional responsibilities of each of the department's four divisions as they relate to each of the College's four "schoolhouses." Acknowledging that there are always personnel and fiscal constraints, the DAO mission is achievable. Dedicated people are the key to DAO mission accomplishment.

C. While DAO is the College's chief curriculum manager, the CGSOC curriculum itself is developed and presented by the principal CGSC academic departments (DTAC, DCS, DJCO, CSI, and CAL) and by the CAS$^3$ and SAMS staffs. For this reason the discussion of curriculum contents occurs not in this chapter but in later chapters which present the self-reviews of those departments. This approach has the advantage of framing these curricula

within the specific mission, resourcing, and organizational contexts in which they really exist. At the same time, the several meetings of the Delegate and Executive Steering Committees that were conducted during the self-study assured that these individual reviews did not occur in isolation from one another. In fact, DAO, as the College's curriculum coordinator, conducts periodic curriculum reviews each year to assure that the departments' curriculum components are fully complementary and properly synchronized. An overview of this composite CGSOC curriculum is provided in Chapter 5 of the College Catalog and in the Catalog Suplement.

II. ORGANIZATION AND RESOURCES.

A. Organization. To accomplish its mission, DAO is organized into four divisions as depicted in figure 13. The Director tasks and supervises the activities of the subordinate divisions. He is assisted by an operations officer, an administrative noncommissioned officer, and a secretary.

1. The Registrar's Office. The primary functions of the Registrar are to schedule classes into available facilities and publish training schedules for all CGSC resident courses, to maintain student academic records, to publish the College catalog, to publish guidance for and supervise preparation of the student Academic Evaluation Report (which includes derivation of student grades and recognition for academic honors), to schedule and record results of Academic Boards, to coordinate the College's various guest speaker programs, and to coordinate the CGSC Activities Schedule. Also the Registrar is responsible for overall guidance, coordination, and registration for the Individual Development Courses and Student Study Projects. In addition, a major responsibility of the Registrar is to serve as the proponent for the Combined Arms Operations area of concentration.

2. The Plans and Operations Division (P&O). The Plans and Operations Division is responsible for long-range academic planning (more than the current and succeeding year), College Mobilization planning, coordination of resident and nonresident POI's, proponency for the Army Functional Area 54 (Operations, Plans, and Training), and Functional Area 50 (Force Development) requirements and guidance, coordination and conduct of officer job-task analysis, and a variety of other duties.

3. The Office of Evaluation and Standardization (OES). The OES is responsible for internal and external assessment of the effectiveness of College instruction. Its primary functions are to assess the design, development, conduct, and cost effectiveness of College instruction; to monitor the student survey committee; to develop, publish, and implement policies and procedures for internal evaluations; to develop and administer surveys; to conduct formal classroom evaluations; to administer the student comment sheet system; and to conduct comprehensive evaluation.

4. The Office of Curriculum Affairs (OCA). The largest division within DAO, OCA is charged to conduct short-range curriculum planning and management (for the current and succeeding year only) as well as to assist in the analysis, design, development, and conduct of instruction supporting that curriculum. Its primary functions are overall curriculum planning and development, preparation of the Academic Year Planning Guidance, supervision and coordination of the College Accountable Instruction System as it applies to various College courses and subcourses, assistance to academic teaching departments through department representatives and instructional technology advice, maintenance of the Learning Objective Data Base, and proponency for the following programs: the Academic Counselor/Evaluator (ACE) program, the Student Evaluation Plan, the Faculty Development Program, the Faculty

Professional Development Program, and the Authors Handbook. In addition OCA is responsible for the conduct of the Combat Skills Comprehensive Phase (COMPS) portion of the regular course and for review and approval of evaluation instruments administered throughout the College courses. OCA also serves as the point of contact for coordination with the Intermediate Military Education Coordinating Conference (IMECC) and the US Army School of the Americas (USARSA).

B. Resources:

1. Personnel: Details of personnel authorization appear in chapter 4. In general, DAO is authorized 41 civilian and military personnel. Of 11 officers assigned, nine possess master's degrees and one a doctorate; of the eight assigned civilians at GS-11 level or higher, seven hold one or more master's degrees and one possesses a doctorate degree. In addition several officers within DAO have extensive backgrounds in training development.

2. Funds: The DAO annual operating budget is approximately $517,000, inclusive of civilian personnel salaries, benefits, travel funds, and supplies.

3. Physical Facilities: DAO occupies 17 offices of varying sizes conveniently located on the first two floors of Bell Hall. Most offices are occupied by two or more people. Additionally, DAO has three Hazeltine computer terminals with mainframe access to information on grades, ACCESS survey data, and the learning objective data base. An Apple II microprocessor supports the Schedules Branch within the Registrar's office, as does a WANG word processor used for the preparation of activities calendars and other scheduling documents. In addition, the Data Service Center provides information and word-processing support. Also the academic

records are microfiched to allow storage of the majority of student records within DAO; microfiche viewers and printers allow for review and preparation of hard-copy transcripts and other records to answer requests from former students and other agencies.

C. Evaluation of Resources. DAO is properly organized and is authorized sufficient personnel to accomplish its various missions. Funding constraints require careful planning and, at times, limit activities which would enhance mission performance. An area of critical concern, however, continues to be filling personnel authorizations to authorized levels.

III. MISSION ACCOMPLISHMENT.

A. General. In providing academic support and managing the overall curriculum, DAO implements and performs a variety of functions and programs that constitute mission accomplishment. The following discussion highlights principal processes and programs for which DAO is primarily responsible. The intent is not to deal with every action that takes place within the directorate, but rather to address those programs that have primary impact on the faculty, the student, or the curriculum and instruction development process. The explanations address particular programs or processes only in summary form.

B. Specific Activities.

1. Accountable Instructional System (AIS). The AIS provides a systematic approach to curriculum development for all instructional materials and courses produced at CGSC. Essentially, the AIS relates instructional development to the College mission, functions, and goals. A complete explanation of the AIS may be found in the copies of Faculty Bulletin #4 and the Authors Handbook included with this report. These two documents are provided each member of the staff and faculty and accompany

this report. The AIS is a modification of the earlier Instructional System Development (ISD) model developed in 1975 and is in concert with current Army and TRADOC policy. The ISD model proved too general for precise application to an educational institution such as CGSC thereby leading to design of the AIS to meet CGSC-unique requirements.

2. Annual Planning Guidance.

(a) The annual planning guidance provides detailed curriculum guidance to the academic departments for each academic year (AY). The guidance document is published in October or November for the academic year starting the following August. The timing of publication of the planning guidance in October or November is critical since revisions of early instruction must begin in November and December to meet February printing dates. A copy of the AY 85-86 planning guidance is provided with this report.

3. Faculty Development Course (FDC). The goal of the FDC is to prepare newly assigned personnel for their roles as faculty members at the U.S. Army Command and General Staff College. The FDC addresses all facets of instruction relating to assessment, design, development, implementation, and evaluation that CGSC authors and instructors must master before performing their assigned duties. This course prepares authors to write instructional material as prescribed and in accordance with the CGSC Accountable Instructional System and to use the instructional material in the classroom. The course analyzes classroom dynamics (Phase I ACE Training), refines communication skills, considers appropriate methods and techniques of instruction, and concludes with a 1-hour class critiqued by qualified faculty and staff. Additionally, newly assigned instructors are provided a doctrinal update. The course is 12 days long and is conducted at

least five times during the year. The course must be completed by all faculty members before they present CGSC instruction.

4. CGSC Staff and Faculty Professional Development Program. The purpose of the program is to maintain and improve the military professionalism of the staff and faculty. The program consists of both formal and informal components. The formal component is a 2-hour meeting scheduled approximately once a month and includes a presentation and question-and-answer period. Attendance is mandatory for all officers assigned to the staff and faculty. Speakers for the formal component are normally from outside the College and are selected based on their knowledge of topics germane to specific aspects of the College curriculum or to the individual faculty member. The informal component consists of guest speaker presentations, workshops, meetings, Individual Development Courses (IDC's), visits to the Army in the field, and "Know Your World" presentations (explained in chapter 7).

5. Department Representative Program. Instructional technologists from the Office of Curriculum Assistance are assigned to each academic department to provide educational assistance and expertise in the development of curriculum and instruction. These department representatives work with faculty members to improve CGSC courses, subcourses, and lessons by assisting in the analysis, design, development, implementation, and evaluation of instruction. Their combined efforts focus on bettering the scope, balance, continuity, and sequence of instruction. The representatives also review all learning objectives prior to approval by department directors, and they review and approve all examination instruments prior to their editing and printing. The several representatives working together perform the same services, comprehensively,

for the overall CGSC common curriculum. Generally, representatives do not perform the functions of writing, preparing, or teaching except as outlined above or as agreed to between OCA and the department on a case-by-case basis. The department director to whom the OCA representative is detailed determines his work priorities within the department. The specific duties of the department representative are outlined in the OCA Representatives SOP, 1 Jul 81 (Appendix D).

6. Learning Objectives Data Base. Worthy of special note is the Learning Objective Data Base used during the design phase of the AIS. The Learning Objective Data Base is an automated system for collecting and retrieving instructional objectives developed by the CGSC academic departments. These instructional objectives support course goals and are specific statements of what students will know or be able to do as a result of instruction. The Learning Objective Data Base can provide an efficient topical overview of available learning objectives by providing quick access to all learning objectives through searches by subject, subcourse, and department. A course author may consult the data base listings to review which objectives have been designed into the curriculum, where they occur, and what their intent is. Thus, the data base is a principal means of curriculum integration.

7. Academic Counselor/Evaluator (ACE) Program. The objective of the ACE Program is to foster a positive faculty influence on student learning experiences, to provide an in-depth evaluation of student performance, and to increase interpersonal relations between faculty and students. ACE's provide direct advice and assistance to students in all phases of CGSC work, are assigned on the basis of 1 per 15 students, and are senior civilian and military members of the staff and faculty. The majority

are authors/instructors from academic departments. There are 64 staff groups in the CGSO course thus requiring 64 ACE's. DAO estimates that ACE duties require approximately 500 hours of a faculty member's time during each academic year. ACE's fulfill their responsibilities through a variety of formal and informal situations.

a. Formal or required interactions of ACE's and students include:

(1) Conduct of 20 hours of Leadership instruction during the first week of school.

(2) Leading the staff group through the three staff battle exercises conducted each year. These are 2-to 3-day exercises wherein the student fulfills the roles of various staff officers in the headquarters of US forces conducting combat operations in a variety of scenarios.

(3) Conduct of the Professional Reading Program. This effort requires the ACE to review and evaluate over 150 oral and written book reports.

(4) Individual Development Course (IDC) registration.

(5) Nomination of students for a variety of special programs. This activity, as well as items 6 and 7 below, requires analysis of the students' professional needs, the overall quality of their performance, and well-reasoned evaluations of their potential.

(6) Formal counseling.

(7) Preparation of Academic Evaluation Reports.

b. Informal interactions of ACE's and students involve social situations and a variety of meetings and conferences throughout the academic

year. ACE's are encouraged to have as much unstructured contact with the students as possible.

c. ACE's are trained through a specially designed, two-phase program in addition to the standard faculty development course that all in-coming staff and faculty attend. The first phase of ACE training emphasizes interpersonal skills as well as techniques for creating group cohesion, facilitating group discussions, and solving problems. All members of the faculty (not only ACE's) are required to take Phase I. Phase II is specifically directed to those knowledges and skills the ACE will require in guiding his group through the 20 hours of Leadership the first week of the academic year. Additionally, ACE's receive a variety of other policy documents as well as attend additional meetings specifically designed to provide guidance and assistance. A copy of the basic ACE Handbook is provided with this study report.

d. Evaluation of the ACE program occurs through a variety of primarily informal methods. Student comments in response to formal surveys, informal student comments, faculty observations, and individual ACE comments provide a sound basis for assessing the program.

8. Academic Evaluation Report Guidance. The student's Academic Evaluation Report (AER) certifies the individual as a graduate of the CGSO course, informs personnel managers of specific qualifications, skills, and expertise acquired from the course, and records any notable strengths or weaknesses. The student's ACE serves as the key link among other faculty contributors in the preparation of the AER. At the beginning of the academic year, specific guidelines are published for completing the report and a copy si furnished each student and each ACE. These guidelines, which are based on AR 623-1, Academic Evaluation Reporting System; coordination

with the department heads; and guidance from the Deputy Commandant, ensure standardization among the raters. Responsibility for preparation of this guidance belongs to the Academic Records Branch of the Registrar.

9. Combat Skills Comprehensive Phase (COMPS).

a. Purpose. Students arrive at Fort Leavenworth for the CGSOC with widely varying experience, educational levels, military specialties, and knowledge. To accommodate these divergencies and to reduce the number of hours of classroom instruction devoted to imparting fundamental knowledge, the College in 1984 designed the Combat Skills Comprehensive Phase. This early phase of the academic year provides fundamental instruction to the students and makes more hours available for advanced application, battle exercises, and areas of concentration. Benefits of this program include--

(1) Providing a varied student population with the common knowledge base needed to progress through the rest of the course.

(2) Enhancing learning and retention through self-study and reinforcement by diagnostic pre- and post-tests.

(3) Providing the opportunity to concentrate on the study of selected fundamentals even before arrival at CGSC and or during the COMPS Phase itself.

b. Structure. The COMPS Phase consists of two distinct periods: nonresident and resident. The nonresident period (March through July) is voluntary and allows the CGSC selectee to work on independent study modules before formally inprocessing into the school. As part of the CGSC Welcome Packet, the officer receives a short diagnostic test that, upon completion and self-evaluation, allows him to determine those subject areas in which he is weak. The officer then receives independent study modules

packaged by subcourse. Each module consists of administrative instructions, learning materials, and a self-evaluation test with answers. The resident period begins with the COMPS pre-test, administered to all students during "Introduction to CGSC" week. The individual results of this test provide the emphasis for further individual study, including scheduled review periods with faculty available for assistance. The chief difference in resident and nonresident study is that instructors are available for individualized attention where needed. Students take the subcourse post-tests according to a schedule linked to classroom participation of related material in the common curriculum. Based on results of these tests, a student is categorized as proficient or not proficient. Those students who are not proficient are thus alerted that further, individual remedial work is needed to ensure proficiency before the start of the common instruction.

10. Catalog. The U.S. Army Command and General Staff College Catalog is published annually. It describes the mission, functions, and educational philosophy of the College, outlines the courses offered, and provides academic and adminstrative information. The Registrar is responsible for the coordination and revision of the catalog, which begins in January and culminates with publication in June for the coming academic year. A copy of the current Catalog is provided with this report.

11. Academic Scheduling. Scheduling of the academic year begins after the Planning Guidance is published by the Office of Curriculum Assistance (OCA). This document projects the total academic year, including the total hours and specific courses and subcourses taught by each academic department. A CGSC Form 951 is prepared for each subcourse by the proponent department, listing all vital information pertinent to scheduling. A

strawman schedule is next prepared, consolidating all subcourse scheduling requirements, and is circulated for comments. Requested adjustments are then accomplished through close coordination with each subcourse author. Three weeks before scheduled instruction, a coordination schedule is circulated to all departments, requesting final perusal before printing by the Media Support Center. Printed schedules are distributed on Tuesday for the next week.

12. Educational Facilities. All Bell Hall facilities are controlled by the Schedules Office, Department of Academic Operations. These include classrooms, department conference rooms, the CAC Conference Room, the Trophy Lounge, the courtyard, as well as Eisenhower and Marshall Auditoriums. A facility schedule board is posted with all scheduled resident instruction and other known events. Rehearsals, briefings, ceremonies, and other requirements are scheduled upon request in the remaining available facilities. Classroom Services and audiovisual personnel are notified daily of all requirements to ensure full support and to plan work schedules.

13. CGSC Activities Schedule. The purpose of the CGSC Activities Board is to portray in a central location all scheduled significant events and activities for a minimum of 6 months, to alleviate conflicts between events, to serve as the source for a printed schedule of these events, and to provide a link with the Activities Calendar published monthly by the CAC Community Activities Coordination Office. Items are provided to the Schedules Branch by all elements of CGSC and non-College offices and organizations wishing to use CGSC facilities. The schedule is reviewed weekly at the CGSC staff meeting on Thursdays and is officially published on Friday for the week ahead.

14. Individual Development Course Guidance. Individual Development Courses (IDC's) provide opportunities for advanced application of skills acquired in common curriculum courses as well as allow students to increase their competence in areas related to their Officer Personnel Management System specialties and career needs. These courses are taken during Terms II and III, and all students are required to complete seven IDC's and the Professional Reading program, which counts as an eighth IDC. Four of these must be from prescribed areas of concentration individually selected in Term I, the others are free electives. A minimum of three IDC's must be taken each term. Each IDC requires in-depth research leading to a paper or an oral presentation. Definitive guidance on available courses and requirements is published in a separate letter to the students approximately half way through Term I, followed by registration for the courses in November. Registration for Term III occurs in February.

15. Student Study Projects (SSP). The Student Study Project program is an optional program available to students in Terms II and III which allows them to concentrate individualized study in areas benefitting CAC and CGSC. Subjects are solicited primarily from CAC agencies, although external submissions are accepted as well. Additionally, students may initiate projects and investigate areas in which they have individual experience or concern. Each SSP must have a local sponsor in the grade of colonel or higher and must be accomplishable without significant travel. SSP subjects are compiled in an information book and provided to the students in late fall. A student may elect to take one (two by exception) SSP in lieu of an Individual Development Course. An SSP is expected to be completed in approximately 60 hours of student effort. Progress is

monitored by the local sponsor in coordination with the student's academic counselor/evaluator, and is the responsibility of the Registrar. A copy of the program for 83-84 is included with this report.

16. Speaker Programs. Throughout the year various speakers consisting of key Army leaders, subject-matter experts, and prominent citizens in industry, government, or the professions speak to the students. These presentations and discussions supplement the curriculum. The speakers are grouped into four programs:

a. CGSOC Guest Speakers. A series of 24 speakers provide approximately 48 hours of common curriculum support. They follow a common theme which for 1984-85 is "Warfighting--Preparation for and Conduct of War."

b. Guest Lecturers/Discussants. This program has three basic components:

(1) The S.L.A. Marshall Series consists of ten distinguished historians who this year have examined the last year of World War II by concentrating on the battle fronts from Western Europe and Italy to Southwest Asia and the Pacific with a central theme of "Victory--1945".

(2) The Omar Bradley Series consists of ten prominent citizens, military and civilian, with a common theme in leadership. They examine the different aspects of leadership based on their experience in the military, industry, government, or the professions.

(3) The Current Affairs Series consists of seminars based on topics of current interest. It examines various regions of the world in terms of current events related to the curriculum. The speakers are noted experts in the regions addressed and the topics pursued and examine the impact of events related to key regions of the world.

c. Course-specific Lecturers and Discussants are speakers engaged to support specific courses or programs. Specific categories are the Pre-Command Course, the School for Advanced Military Studies, the Master of Military Art and Science program, and the Individual Development Courses.

d. Faculty Development and Community Enrichment speakers range from technical topics to those dealing with soldier, family, and community life and means for improving them.

17. Academic Boards. The Academic Board is an appointed panel of officers that serves as an advisory group for the Commandant. The Board is generally responsible for considering and making recommendations concerning dismissal of students; academic probation; designation of recipients of awards; appeals and requests from previous resident course students regarding academic and enrollment matters; review of students as graduates and designate recipients of the Master of Military Art and Science; review for continuation in the Cooperative Degree Program; selection of students for honors programs; and other academic issues at the direction of the Deputy Commandant.

18. Student Records. The Academic Records Branch of the Registrar is responsible for preparation, distribution, and maintenance of academic records pertaining to the students. It prepares grade slips, diplomas, and transcripts for all students, reviews Academic Evaluation Reports for proper preparation, and provides appropriate copies of these documents to the student and his official military record. Microfiche copies are retained for future reference by the student or appropriate activities and agencies, with appropriate Freedom of Information Act release.

19. Student Comment Sheets. Student comment sheets are available in all classrooms and may be used by any student at any time about any

topic. Comments may be favorable or adverse and are a valuable source of information on the effectiveness of instruction as well as on other topics affecting the student. All comments are logged in by the Evaluation Office, read by the DAO Director, and sent to the appropriate department. A copy is provided to the Office of Curriculum Affairs. If the student wants a reply he so indicates, and a deadline date for it is given by the Evaluation Office. A copy of each comment and reply is entered in a book sent weekly to the Deputy Commandant.

20. Student Evaluation.

a. General. A basic philosophy at the Command and General Staff College (CGSC) is that evaluation is a kind of "anvil" on which student learning is "forged." Evaluations are used to recognize academic excellence, to identify marginal or unsatisfactory performance, to improve class design, and to establish an interrelated teaching-learning environment. Methods of evaluation range from standardized instruments to subjective judgment of faculty members. Underlying all methods is the belief that the student must master the subject matter taught and demonstrate that mastery. A device equally understood by faculty and students that allows students to understand exactly what is expected of them is the "terminal learning objective" (TLO). A TLO exists for every lesson and is derived from an analysis of the CGSC mission, goals, and objectives statement. A TLO describes the competence students are expected to demonstrate at the completion of the instruction. It may be further enhanced by one or more "enabling learning objectives" (ELO), which tell what competency or competencies must first be mastered before mastering a TLO.

(b) Diversity. As described in Chapter 3, there are four separate schools within the College, and each has different objectives, thus requiring different evaluation techniques. The Combined Arms and Services Staff School ($CAS^3$) has only captains as students. The School of Advanced Military Studies (SAMS) is a second-year course chiefly for selected graduates of the CGSOC course. Both of these schools have unique evaluation systems to be addressed later in this study. The following section addresses evaluation for the CGSOC course, which has two areas: the common curriculum and the individual development curriculum; and for the several courses grouped under the School for Professional Development.

(1) CGSOC Common Curriculum.

(a) Evaluation Plan. The Student Evaluation plan outlines the purpose, scope, and responsibilities for the evaluation of resident students in the Command and General Staff Officers Course. The plan provides procedures and guidance for grading, recording and reporting grades, preparing Academic Evaluation Reports, and preparing academic transcripts. In addition, the Student Evaluation Plan defines the criteria for graduation and academic honors. Finally, the Plan provides procedures and suggestions on evaluation instrument development and on establishing reliable grading techniques. The Student Evaluation Plan is revised annually by the Deparment of Academic Operations and sent to the academic departments for concurrence. The plan is published in April or May for the next year.

(b) Application. In the CGSOC course common curriculum, the preparation of examinations and quizzes is the responsibility of the academic departments. All examinations must be approved by the director of the Department of Academic Operations, who has

them closely reviewed by the Office of Curriculum Affairs to ensure that they comply with valid educational precepts. Examination results are one method of identifying honor students -- those who, at the end of the academic year, are in the top 20 percent of the class and have earned no less than a B in all subjects. More important, examinations are considered a very important part of the evaluation process, for they are both corrective and confirmatory in nature. Students review their examinations, identify their errors, and discuss exam results in small group settings or later in private discussion with the instructor. Students who fail to achieve the minimum standard for a course enter a remedial training program with the academic department involved. On successful completion of remedial training and a retest, the student receives a "P" grade (for proficient), but does not receive any additional point credit toward his cumulative class standing. Students must demonstrate proficiency in all subcourses to qualify for graduation. In addition to individual evaluation, students are evaluated as group members. Some courses require a staff group (14 to 16 students) to prepare a product that is then presented to another group. In these cases an evaluation of both written and oral presentations results in a group grade.

(2) CGSOC IDC Curriculum. Evaluation for IDC's is conducted differently from common curriculum evaluation. In terms II and III (January through June) all students choose IDC's that meet weekly for a total of 30 contact hours. There are more than 100 IDC's offered in 1984-85. The evaluation scheme for each of these courses is formulated by the proponent academic department. Students might be required to prepare reports, give briefings, develop computer software packages, or otherwise demonstrate learning.

(3) School for Professional Development. Numerous short courses are administered by the School for Professional Development and taught by various academic departments. They range in length from 1 to 4 weeks, and, depending on the content, may or may not include a formal (graded) evaluation. Individual performance evaluations, however, are provided to the students.

21. Student Survey Committee. The student Survey Committee (SSC) assists the Office of Evaluation and Standardization (OES) in evaluating the effectiveness of instruction presented at CGSC. It functions under the control of the Chief, OES, acting as a liaison between students and CGSC on all matters pertaining to the quality and effectiveness of instruction and to the education process. The information and assistance provided by the SSC is used by OES to keep the Commandant, Deputy Commandant, and department directors informed of student perceptions concerning instruction. The committee consists of one US CGSOC student from each section, nominated by the section leader and approved by the Director of Academic Operations. One member is appointed to serve as the committee president. Committee members meet a minimum of once each month at the call of the Chief, OES. Objectives of the monthly meetings are to provide timely information about course strength and weaknesses, to identify courses of action for adjusting or improving instruction, and to permit time for interchange of ideas on SSC requirements and responsibilities. Throughout the year, the SSC may be required by the Commandant, Deputy Commandant, or Chief, OES to undertake special projects and submit reports. Also, SSC members may entertain other concerns or opinions of the students in general, rather than those of the individual SSC member. In addition to submitting reports, the SSC also assists OES in the administration of the Academic Course and Curriculum

Evaluation Survey System (ACCESS). In summary, the SSC performs a vital role in establishing and maintaining an open communication between the students and the College leadership. This openness enables CGSC continually to review the effectiveness of instruction and to make improvements when necessary.

22. ACCESS Survey. A major internal evaluation tool is the Academic Course and Curriculum Evaluation Survey System (ACCESS). After each major (20 hours or more) subcourse, a random 25 percent of each student section is given a 30-question survey to be answered on a mark-sense answer form. Fifteen of the questions are selected by the Evaluation Office and the others by the course author. The survey forms are given to the members of the Student Survey Committee to hand out and retrieve. The results are examined by an analyst and sent to the instructional department and the Deputy Commandant. These results are used to help keep the subcourse at an acceptable level or to have it modified. To supplement the students' perception of a subcourse, an analyst monitors the conduct of instruction. A copy of the ACCESS booklet is provided with this report.

23. End-of-Year Survey. The end-of-year survey provides an assessment of student attitudes about the various aspects of CGSC curriculum facilities, instruction, and instructional support. The survey covers the entire spectrum of the curriculum. Each student is provided a mark-sense sheet and survey, then allowed 10 days to complete it. Students may also provide written comments to supplement the mark-sense form. The survey is then processed, analyzed, and evaluated to identify possible problem areas in the CGSC curriculum. The survey is developed by the OES with assistance from the various academic departments and is published and issued to all students about 2 weeks before graduation.

24. Post Instruction Conferences. For each academic year, new subcourses and others as determined by the responsible department directors are reviewed for strengths and weaknesses at post-intruction conferences (PIC's). A day or two before the PIC there will be a pre-PIC, a small meeting attended by the Deputy Commandant, subcourse author, analyst, and Office of Curriculum Affairs representative to preview major issues likely to arise at the PIC.

25. In addition to all the foregoing, DAO is the primary agency which publishes academic policy and guidance resulting from command policy decisions within the College or higher headquarters.

C. Given the foregoing account of the main programs and processes for which DAO is responsible, it is possible to assess the Directorate's mission accomplishment. Measures of DAO effectiveness are difficult to quantify, but there are internal and external aspects of its effectiveness which may provide a gauge of the directorate's success.

1. External measurement of DAO effectiveness ultimately rests with the leadership of the field Army on whose staffs CGSC's graduates serve. Senior and general officer feedback mechanisms assist in determining strengths and weaknesses in the curriculum or in the instruction which supports it. For example, several years ago comments by general officers assigned to areas other than Europe pointed out that, at the time, CGSC graduates worked exclusively with European scenarios. As a result, today's students work scenarios in the Middle East, Africa, and Korea as well as in Europe and Latin America. Thus, the College has been responsive to comments from the field.

2. Concerning internal evaluation, previous discussion has highlighted some of the accountable checkpoints and evaluation mechanisms

that are part of the AIS system. DAO's effectiveness in curriculum management and advising is indirectly reflected in ACCESS survey reports, end-of-year surveys, and student comment sheets which are part of the AIS and provide data as to how well instruction has met the course objectives. Improvements are institutionalized through decisions made by the Commandant and Deputy Commandant.

3. In addition to individual course reviews, whole-term reviews conducted by the Deputy Commandant address the overall integration of curriculum parts into the aggregate. At times CGSC conducts specific studies of courses that result in certain changes for the next year's course conduct. This year there was a comprehensive study on the COMPS phase of the curriculum. In addition, review by students and faculty alike point out problems in planning, scheduling, published guidance, and other areas that are addressed in the evolution of the program. In short, many and varied internal and external instruments provide feedback from a variety of perspectives on DAO's effectiveness. The general conclusion is that DAO is an effective agent for managing CGSC academic affairs.

IV. MISSION CONTINUITY.

A. DAO's mission continuity depends on planning and sustaining the professional qualifications of its personnel. This claim is significant because DAO is the chief agent of the College's short- and long-range planning. Currently, DAO'sacademic goals are to--

1. Plan and manage a curriculum that facilitates the incorporation of change to meet the demands of the Army in the field with emphasis on:

a. AirLand Battle doctrine.

b. Corps/division operations.

c. Low-intensity conflict.

d. Terrorism counteraction.

e. Force integration.

f. Automation applications.

g. Small group instruction.

h. Application of learning.

2. Evaluate programs and instruction for compliance and adequacy and assess the performance of CGSC graduates.

3. Continue expansion of the Combined Arms and Services Staff School ($CAS^3$) to its programmed goal of 4,500 students annually by FY 86.

4. Continue expansion of the School of Advanced Military Studies (SAMS) to its programmed goal of 96 students annually by FY 86.

5. Continue to plan for and expand the School for Professional Development (SPD) to include the following courses:

a. Leadership Instructor Training.

b. Training Developer.

c. Combat Development.

d. Low-Intensity Conflict.

e. Combined Arms Operations.

f. Nuclear Weapon Officer.

g. Corps/Division Force Integration.

h. Terrorism Counteraction Instructor Training.

6. Continue to align and improve the curriculum content of $CAS^3$, SAMS, CGSOC, SPD, and the MMAS program.

B. Current long-range (5 to 20 years) academic goals are to--

1. Create and maintain an environment that lends itself to the incorporation of change.

2. Conduct professional military education courses that will meet the needs of the Army in the field.

3. Develop and help integrate doctrine that will ensure success on the battlefield of the future.

4. Incorporate the latest educational and computer technologies into College courses.

5. Continue efforts to improve faculty procurement and training.

6. Continue efforts to refine the internal and external assessment of CGSC courses and graduates.

C. With these goals in mind, DAO has undertaken a comprehensive Academic Implementation/Expansion Plan to meet the various requirements attendant to expansion of the College mission within the next 5 years. This rigorous planning process is viewed as a strength in organizing CGSC's efforts to focus on the future. At the heart of the plan is a variety of yearly training courses, professional seminars, and conferences to be attended by DAO personnel to sustain and promote the growth of professional qualifications. The range is wide, running from seminars devoted to interactive management skills to training courses on computer-assisted instruction and interactive video disc development. This training reflects the view that the success of any planning process hinges critically on the skills of the people who manage its implementation. Nonetheless, several areas require improvement. One is the physical plant to support the DAO staff. While there is sufficient automation and labor-saving equipment, offices usually are shared by two or three people, producing a detrimental effect on morale, concentration, and overall performance. This is a recognized problem, and expansion plans are ongoing to correct the situation. Second, while internal evaluation is accomplished to a high

degree as part of the accountable instruction system, there is a need to expand the conduct of external evaluations. Currently, evaluation from outside the College originates from a variety of sources (e.g., faculty visits to the field, survey data, input from senior Army leadership). Coordination and planning are underway to extend DAO's control in this area and to ensure a more comprehensive design for external evaluation. Finally, DAO must continue to expand its role of support to each of the College's three other schoolhouses as they grow in future years.

D. In summary, the DAO plays, and will continue to play, a critical role in both the current and future operations of the CGSC. Its principal strength lies in the dedicated civilian and military professionals who bring a mission-oriented energy to the service they render.

# CHAPTER 7

# STUDENT AFFAIRS

## OFFICE OF THE CLASS DIRECTOR

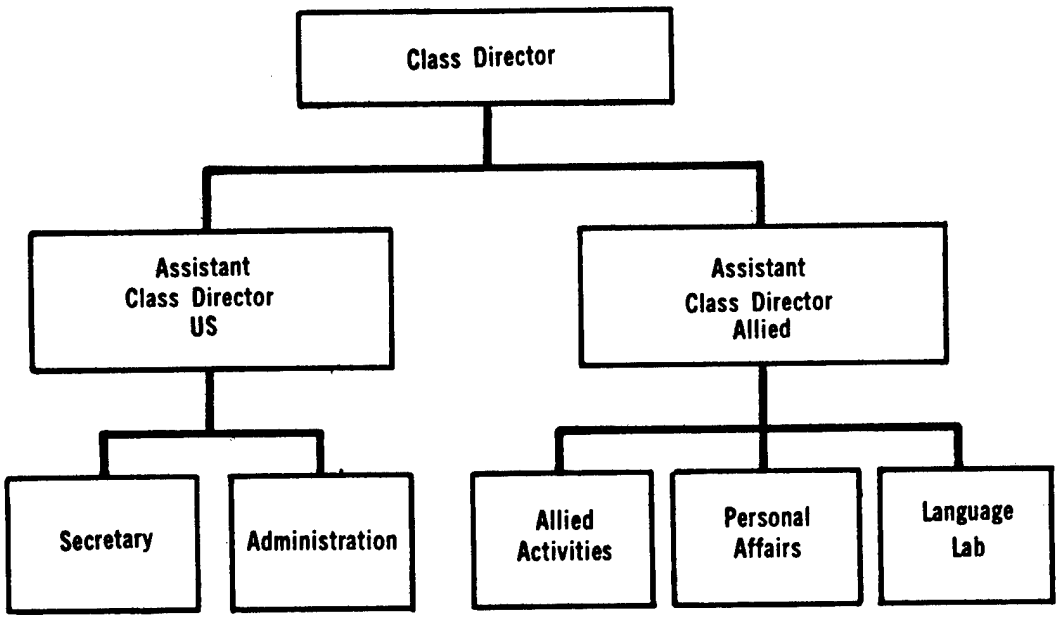



Figure 14.

## STUDENT AFFAIRS

I. MISSION.

A. The Office of the Class Director. The Office of the Class Director supervises the total resident officer student body (CGSOC) in all matters pertaining to its administration, discipline, and general welfare. The Class Director advises the Commandant, Deputy Commandant, and Assistant Deputy Commandant on matters pertaining to this area of responsibility as they affect the student body as a whole and each student individually. The Class Director is responsible for and is delegated that authority to accomplish the following:

1. Supervise all matters concerning officer student health, morale, welfare, and discipline and keep the Commandant, Deputy Commandant, and Assistant Deputy Commandant advised of these matters.

2. Coordinate with appropriate College and post staff agencies to provide for proper officer student administration.

3. Serve as a member of the Academic Board.

4. Supervise officer student extracurricular activities, specifically the athletic and fitness programs and social activities.

II. RESOURCES AND ORGANIZATION.

A. Human Resources

1. Staff: The Class Director is authorized six officers, five enlisted soldiers, two GS personnel, and one contract civilian (Figure 14). The current shortfall is one officer and two enlisted people. The Class Director is selected from within the faculty to assure that he will have a knowledge and appreciation of the academic challenges facing the students. The Assistant Class Director for US students (a lieutenant colonel) is also selected from within the faculty for the same reasons. The Assistant Class

Director for Allied students (another lieutenant colonel) is a fully qualified Foreign Area Officer who has an appreciation for the diverse cultural and social needs of the Allied officer students. All officer personnel whose primary duties support the Allied officers are also Foreign Area Officers. The Civil Service staff members provide administrative support and continuity to the office, and the one contract civilian is a fully qualified, language laboratory monitor who manages the CGSC Language Lab and provides assistance to US and Allied students in their language needs. The Class Director's staff is represented in figure 14.

2. Students:

a. While class membership totals vary from year to year, the current class consists of 777 US officer students with 723 from the Regular Army, 40 from the USAF, 10 from the USMC, 2 from the USN, and 2 Department of the Army civilians. Typically, an additional 104 Reserve Component officers attend Term I only.

b. Approximately 98 Allied officers also attend each year's class and remain for the entire course. The Class Director exercises responsibility for approximately 980 student population yearly (figure 15). Sources of US Officers' commissions are shown at figure 16, and other demographic data are presented in figures 17 through 19.

B. Financial Resources: The office of the Class Director is funded at a level to ensure mission accomplishment, as detailed in chapter 5, Resources.

C. Physical Resources: The planned reallocation of office space in Bell Hall will provide the Class Director with sufficient physical resources to ensure mission accomplishment.

III. MISSION ACCOMPLISHMENT.

A. The following comments apply to the entire class.

1. Mission accomplishment begins well in advance of student arrivals. Following the selection of officers to attend CGSOC, the Department of the Army's Military Personnel Center, the National Guard Bureau, and the US Army Reserve Personnel Center provide student names to the Class Director. In addition to the coordination accomplished with the various military personnel centers, the Class Director coordinates with numerous installation activities to plan for and execute administrative requirements before the students' arrival. This responsibility requires mailing data forms to be completed by each student. The information gathered enhances student support from numerous post activities.

2. A key responsibility of the Class Director is the identification of potential student leaders among the incoming class. Following the determination of each student's relative military rank within the class, correspondence is prepared advising selected officers that they, because of their relative rank, have been tentatively selected for leadership positions. After arrival and a confirmation interview, the student leadership is formally organized.

3. The major task for student organization is the sectioning of the in-coming class. Sectioning is the assignment of each officer to a classroom group comprised of 64 officers and subsequently to a subsection staff group comprising 16 officers. Thus, there are four staff groups per section and a total of sixteen sections in the class. The CGSC pedagogy employs a problem-solving approach with staff groups as the basic unit of organization. Since branch experience is required within each staff group, the total student population is identified by branch and distributed evenly

among the staff groups. While staff group size and branch totals do not permit one officer from each branch to be assigned to each of the 64 staff groups, the goal is to have one or more from each of the major branch fields (combat arms, combat support, and combat service support) represented in each staff group. Other service totals permit all but 12 staff groups to have a number of the Air Force, Marine Corps, or Navy officers present in each group. Allied officers, totalling 98, also are distributed among each of the 64 staff groups. The final objective of sectioning is to form a complementary group, with expertise provided from the maximum number of military fields and specialties to enhance the learning process in small group instruction.

4. Before the start of the school year, the Class Director is responsible for two class leadership-related activities. First is the personal interview of each officer tentatively slated for a leadership position. Eighty-one interviews are conducted (for the class president, 16 section leaders, and 64 staff group leaders). Second is the training of the section leaders and class president. This training covers an extremely broad range of subjects, with a goal of establishing and reinforcing the student organizations and lines of communication. Training is also conducted for the spouse of each section leader, for spouse organizations parallel those of the officer students and are supported in much the same manner.

5. For student administration, records are maintained on each officer. All administrative matters are processed through the Class Director's office. In fact, the Class Director is charged with most administrative matters concerning other-than-academic issues.

6. Supervision of student officers is accomplished by the Class Director and entails review authority over such issues as the class gift, class organization, class activities, class projects, and class representation to installation activities. Individual officers are monitored in areas of leaves, passes, hospitalization, and all nonadministrative matters.

7. Morale and welfare encompass numerous areas, from sports programs to spouse organizations. Support is provided to students and student organizations as well as to spouses and spouse organizations. Those activities within the College that can be opened to spouses are made available through the office of the Class Director. Student morale and welfare are supported by an extensive athletic program including all major sports except football. Intramural sports organized by the student leadership are encouraged and supported by the Class Director's office. Spouse athletic activity is likewise encouraged and supported.

8. The Class Director, as an extension of the Commander, is responsible for discipline. The referral or processing of unfavorable actions routinely involves the Class Director. Although infrequent, events or violations do occur that require the Class Director to refer allegations to the proper command level for decision. More routinely, disciplinary matters such as minor conduct violations, dress, appearance, and traffic violations are processed within the office.

B. Of particular note is mission accomplishment as it pertains to Allied officer students. Within the basic mission statement (Evaluation Criterion I), the following component applies particularly to Allied students: Provide administrative support to the Allied officers; implement

the Department of Defense Information Program in accordance with Army Regulation 12-15; and maintain contact with Allied officers.

1. As with US students, mission accomplishment in the Allied program begins well before the arrival of the students. Focused on the goal of successful graduation for the Allied officers, CGSC employs a three-phase administrative cycle that begins with student reception, is sustained with in-course support, and concludes with graduation and post-course support.

a. Reception. The reception and welcome of the Allied student is the most critical of the administrative support phases. Before the officer's arrival a triad of sponsors is organized. Military, Leavenworth civilian, and metropolitan Kansas City civilian families are appointed, briefed, and prepared to welcome the officer and his family and to assist in their arrival and cultural adjustment. The sponsor's support to the Allied officer is most important in creating an environment in which the Allied officer and his family adjust to the local community and the US culture. The support provided by the sponsors continues throughout the year. Friendships established with the Allied officers by sponsors have been enduring and provide a most positive aspect to the impact and success of the CGSC sponsor program.

b. Inprocessing. Within a week of their arrival, Allied officers and their families are formally inprocessed into the CGSC community. This inprocessing, which involves Fort Leavenworth agencies and the officer, ensures that all administrative requirements for the officer's attendance at CGSC and his tenure with the US Army are completed.

c. English Comprehensive Level (ECL) Test. Each nonnative English language speaker selected for CGSC attendance is required to take an ECL test before formal enrollment. This test is an approved, Department of

Defense-controlled examination administered at CGSC. Each officer is required to score at least 80 on the test to enroll in the College. A score of 80 is considered to be the minimum level at which an officer can successfully participate in the CGSOC course. Waiver for entry can be granted on a specific case-by-case basis, but the College supports adherence to the score of 80 as the minimum standard. A 15-station language laboratory with 13 learning programs and tapes is available for the testing and for use by Allied students both before and after their ECL test. As the academic year progresses, adult Allied family members are offered English classes in the language laboratory. This lab is also used by US students who are preparing for an overseas assignment or who wish to maintain a language fluency. Some 26 different foreign language programs, tapes, and accompanying texts are available for use by students.

d. Allied Officer Preparatory Course, Phase I. Allied officers participate in a 3-week, 2-day course conducted by the Class Director that focuses on improving English language skills in preparation for entry into CGSO course instruction. This course is restricted to foreign officers whose national language is other than English or whose ECL examination score is less than 90. The goal of Phase I is to enhance the student's knowledge of English and to present an introduction to CGSC and Fort Leavenworth facilities. This phase allows the students to begin to adjust to a total English language environment and encourages the Allied officers to improve their English language capabilities. The course is developed using in-coming US field grade officer students as facilitators with the Allied officer students leading discussion of US military, political, social, and economic factors which have a bearing on US people,

their traditions, and their way of life. During Phase I, attendance in the language laboratory is mandatory for at least 1 hour a day. In 1984-85 83 officers from 52 countries participated in Phase I.

e. Allied Officer Preparatory Course, Phase II. This course is conducted for all Allied officers, other services, and certain US Army students. Phase II is a course of instruction over a 2-week, 2-day period that exposes the students to US military terminology, organization, tactics, logistics, and resource management. Its goal is to provide a foundation of knowledge about US Army structure, military terminology, and other terms US organizations use from which communication and instruction can proceed. This course is conducted by the teaching departments of the College.

f. English Language Training for Dependents. The Class Director supports a program of English language training for the families of Allied students. Conducted under the auspices of the local Chamber of Commerce, this program has been successful in enhancing the Allied families' understanding of American culture and in achieving an improvement in their English language skills.

g. In-Course Support. The administrative support that continues throughout the academic year is devoted to solving administrative problems for individual officers, counseling, advising, and providing other assistance as required. This support extends across a broad spectrum of administrative activities that includes assistance with living allowances, travel orders, billeting assistance, transportation of dependents, medical problems, preparation for social events, and immigration and visa requirements. Direct communication is maintained with the Allied students and their sponsors to ensure that all problems are addressed expeditiously.

All support is organized and aimed at ensuring that the officer is not faced with extraordinary concerns that will interfere with his academic committments.

h. "Know Your World". During the academic year, support is provided to selected Allied officers to assist in preparation of a 1-hour presentation entitled, "Know Your World." The presentation, written and presented voluntarily by the Allied officer and his family, is an overview of the culture, geography, customs, and people of his nation. Support to the officer includes assistance in preparing his script and 35-mm slides, obtaining appropriate films, and arranging rehearsals. The "Know Your World" program is a popular event widely attended by both the military and the local civilian population.

i. Identification. Since 1964, CGSC has awarded each Allied graduate a distinctive badge, authorized for wear, that identifies the officer as a graduate of CGSC. This badge, recognizing their achievements, is worn with great pride by CGSC Allied graduates.

j. Graduation. In preparing for graduation and the subsequent departure of the foreign officer, the Class Director's office provides the detailed and comprehensive support necessary to the foreign officer to ensure a smooth and uncomplicated departure from the United States and return to his home country. A formal outprocessing for all officers is organized to assist in their clearance from post facilities and to organize their travel itinerary to their respective nations. Submissions from academic counselor evaluators for academic efficiency reports for each Allied officer are reviewed, finalized, and dispatched.

k. Implementation of the Department of Defense Information Program. The objective of this program as outlined in Army Regulation 12-15

is assisting Allied students in acquiring an understanding of US society, institutions, and goals in addition to gaining the military experience of CGSC. The program further increases the student awareness of the US commitment to the basic principles of internationally recognized human rights.

(1) Included in the program are visits and tours to local industries, industrial and cultural exhibits, farms, schools, historical points of interest, sports events, and civic activities. Additionally, Allied officers are encouraged to participate in other local and regional events during the course of the year.

(2) Through the highly developed sponsor program, including sponsors from the US Military, Leavenworth, and Kansas City communities, visits to private homes and interaction with local civilian communities are accomplished.

(3) In coordination with local civic groups, organizations, agencies, and facilities, tours, informal meetings, and social functions are arranged which further enhance the Allied officers' understanding of US society.

(4) Specifically directed visits to local institutions and a series of guest lectures assist in projecting the US commitment to the basic principles of internationally recognized human rights. This is further supported by the open discussion and exchange of ideas fostered by close contact between US and Allied students throughout the academic year. Some of the elements that aid in the understanding of this commitment include:

(a) The US Government Structure.

(b) The Judicial System.

(c) The Two-Party System.

(d) The Role of a Free Press and other Communications Media.

(e) Minority Problems.

(f) The Purpose and Scope of Labor Unions.

(g) The US Economic System.

(h) US Educational Institutions.

(5) After graduation the Class Director's office maintains contact with foreign CGSC graduates and has a program to recognize formally distinguished Allied graduates.

(a) To ensure that Allied graduates remain informed of ongoing activities at CGSC and to foster a continuing association between the College and its Allied alumni, contact is maintained with all known Allied graduates through the mailing of an Allied Graduate Newsletter. This newsletter is designed to keep alive friendships and professional contacts made by Allied officer graduates of CGSC. The newsletter publicizes activities of general interest to all graduates and reports on developments at CGSC and Fort Leavenworth. The positive response by Allied graduates to this newsletter has been overwhelming.

(b) To provide a prestigious and visible means of recognition to Allied officer graduates who have attained, through military merit, the highest positions in their nation's armed forces, or who have held an equivalent position by rank or responsibility in a multi-national military organization, the Allied Officer Hall of Fame was established in 1973. Since its inception, 126 Allied graduates representing 36 countries have been inducted into the Allied Hall of Fame.

C. Evaluating the mission accomplishment of the Class Director's office is a difficult task. Detailed planning in preparation for student arrival, conduct of inprocessing and opening day, literally dozens of social events and day-to-day management of almost a thousand students is accomplished each year. The success of the Class Director's office in its support to the student population in all these areas is impossible to measure objectively. The ultimate goal of this office is to provide the type and manner of support necessary to allow the student to focus his attention on the academic challenges he faces in the course. In general, signs suggest that the office performs the service professionally, efficiently, and to the general satisfaction of all concerned. Evaluation of success, however, is best indicated by the survey of the student population served by the office of the Class Director, reported in chapter 8.

IV. MISSION CONTINUITY.

The office of the Class Director will continue to be successful in mission accomplishment in both the short and long term, given continuation of adequate personnel, sufficient funding, and a stabilized student population.

SERVICE/COUNTRY SUMMARY

| | 1982 | 1983 | 1984 | 1985 |
|---|---|---|---|---|
| US Army | 723 | 737 | 725 | 723 |
| US Air Force | 32 | 32 | 40 | 40 |
| US Marine Corps | 10 | 10 | 9 | 10 |
| US Navy | 2 | 2 | 1 | 2 |
| Civilian | 0 | 1 | 1 | 2 |
| US Total | 767 | 782 | 776 | 777 |
| Allied Officers | 105 | 109 | 96 | 98 |
| Grand Total | 872 | 891 | 872 | 875 |

1985 ALLIED REPRESENTATION, 60 COUNTRIES, 98 OFFICERS

| | | | |
|---|---|---|---|
| Australia | 1 | Malawi | 1 |
| Austria | 1 | Malaysia | 1 |
| Bangladesh | 1 | Mali | 1 |
| Belgium | 1 | Morocco | 2 |
| Bolivia | 1 | Nepal | 1 |
| Botswana | 2 | New Zealand | 1 |
| Brazil | 2 | Nigeria | 1 |
| Burundi | 1 | Norway | 1 |
| Canada | 3 | Oman | 2 |
| Colombia | 2 | Pakistan | 2 |
| Denmark | 1 | Papua New Guinea | 1 |
| Egypt | 1 | Peru | 1 |
| France | 1 | Philippines | 3 |
| Gabon | 1 | Saudi Arabia | 3 |
| Germany | 2 | Senegal | 1 |
| Ghana | 1 | Singapore | 1 |
| Greece | 2 | Somalia | 1 |
| Honduras | 1 | Spain | 2 |
| India | 1 | Sudan | 2 |
| Indonesia | 2 | Switzerland | 2 |
| Israel | 2 | Thailand | 4 |
| Italy | 1 | Tunisia | 1 |
| Ivory Coast | 1 | Turkey | 3 |
| Japan | 2 | Uganda | 1 |
| Jordan | 3 | United Kingdom | 2 |
| Kenya | 3 | Uruguay | 1 |
| Korea | 4 | Venezuela | 3 |
| Kuwait | 3 | Yemen | 1 |
| Lebanon | 2 | Yugoslavia | 1 |
| Liberia | 1 | Zimbabwe | 1 |

Figure 15.

SOURCE OF COMMISSION

| Source | Number of Students | | | | Percentage of Class | | | |
|---|---|---|---|---|---|---|---|---|
| | 1982 | 1983 | 1984 | 1985 | 1982 | 1983 | 1984 | 1985 |
| ROTC | 304 | 390 | 374 | 422 | 40% | 50% | 48% | 54% |
| OCS | 287 | 184 | 172 | 126 | 37% | 24% | 22% | 16% |
| USMA | 83 | 85 | 100 | 120 | 11% | 11% | 13% | 15% |
| DA | 47 | 75 | 73 | 53 | 6% | 10% | 9% | 7% |
| ARNG | 2 | 3 | 4 | 2 | -- | -- | -- | -- |
| USNA | 4 | 2 | 1 | 1 | -- | -- | -- | -- |
| PLC (USMC) | 7 | 7 | 4 | 4 | 1% | 1% | -- | -- |
| USAFA | 4 | 9 | 8 | 9 | -- | 1% | 1% | 1% |
| USAF ROTC | 18 | 11 | 19 | 21 | 2% | 1% | 2% | 3% |
| NAVY ROTC | 1 | 1 | 3 | 1 | -- | -- | -- | -- |
| NAVY OCS | 1 | 1 | -- | 2 | -- | -- | -- | -- |
| MARINE OCS | -- | 2 | 4 | 2 | -- | -- | -- | -- |
| USAF OTS | 9 | 11 | 13 | 12 | 1% | 1% | 2% | 2% |

Figure 16.

RANK

| Grade | Number of Students | | | | Percentage of Class | | | |
|---|---|---|---|---|---|---|---|---|
| | 1982 | 1983 | 1984 | 1985 | 1982 | 1983 | 1984 | 1985 |
| LTC/CDR | 4 | 2 | 6 | 10 | -- | -- | -- | 1% |
| MAJ/LCDR | 690 | 563 | 614 | 701 | 90% | 72% | 79% | 91% |
| CPT | 73 | 216 | 155 | 64 | 10% | 28% | 20% | 8% |

BASIC YEAR GROUP*

| Year Group | Number of Students | Percentage of Class |
|---|---|---|
| 1965 | 1 | --- |
| 1966 | 2 | --- |
| 1967 | 6 | 1% |
| 1968 | 18 | 2% |
| 1969 | 72 | 9% |
| 1970 | 165 | 21% |
| 1971 | 204 | 26% |
| 1972 | 196 | 25% |
| 1973 | 90 | 12% |
| 1974 | 13 | 2% |
| 1975 | 2 | --- |
| 1977 | 2 | --- |
| 1978 | 3 | --- |
| 1980 | 1 | --- |

CIVILIAN EDUCATION LEVEL**

| Highest Level Attained | Number of Students | | | |
|---|---|---|---|---|
| | 1982 | 1983 | 1984 | 1985 |
| Ph.D. Degree | 5 (--) | 11 (1%) | 6 (--) | 12 (2%) |
| Professional Degree | 20 (2%) | 19 (2%) | 24 (3%) | 21 (3%) |
| Master's Degree | 451 (59%) | 471 (60%) | 459 (59%) | 444 (57%) |
| Baccalaureate Degree | 291 (38%) | 277 (35%) | 286 (37%) | 299 (38%) |
| Some College | 0 (--) | 4 (--) | 1 (--) | 1 (--) |

*Active Duty (Includes other services)

**NOTES: a. Regular course only

b. For statistical purposes, only the highest awarded degree has been entered.

Figure 17.

## BRANCH - US ARMY

| Branch | Number of Students | | | | Percentage of Class | | | |
|---|---|---|---|---|---|---|---|---|
| | 1982 | 1983 | 1984 | 1985 | 1982 | 1983 | 1984 | 1985 |
| AD | 25 | 57 | 36 | 36 | 3% | 7% | 5% | 5% |
| AG | 30 | 36 | 47 | 48 | 4% | 5% | 6% | 7% |
| AN | 1 | 2 | 1 | 4 | -- | -- | -- | 1% |
| AR | 76 | 65 | 84 | 70 | 10% | 8% | 12% | 10% |
| AV | 0 | 0 | 8 | 83 | -- | -- | 1% | 11% |
| CH | 5 | 5 | 5 | 5 | 1% | 1% | 1% | 1% |
| CM | 4 | 7 | 4 | 8 | 1% | 1% | -- | 1% |
| DE | 3 | 2 | 3 | 2 | -- | -- | -- | -- |
| EN | 62 | 45 | 31 | 39 | 8% | 6% | 4% | 5% |
| FA | 106 | 75 | 75 | 81 | 15% | 10% | 10% | 11% |
| FI | 6 | 14 | 8 | 11 | 1% | 2% | 1% | 2% |
| IN | 168 | 165 | 154 | 139 | 23% | 21% | 21% | 19% |
| JA | 9 | 10 | 11 | 10 | 1% | 1% | 2% | 1% |
| MC | 4 | 4 | 5 | 5 | -- | -- | 1% | 1% |
| MI | 44 | 55 | 67 | 46 | 6% | 7% | 9% | 6% |
| MP | 16 | 29 | 21 | 18 | 2% | 4% | 3% | 3% |
| MS | 18 | 18 | 16 | 14 | 2% | 2% | 2% | 2% |
| OD | 43 | 28 | 25 | 23 | 6% | 5% | 3% | 3% |
| QM | 23 | 27 | 43 | 30 | 3% | 3% | 6% | 4% |
| SC | 49 | 51 | 43 | 26 | 6% | 7% | 6% | 4% |
| SP | 1 | 1 | 1 | 1 | -- | -- | -- | -- |
| TC | 29 | 30 | 35 | 22 | 4% | 4% | 5% | 3% |
| VC | 1 | 1 | 2 | 2 | -- | -- | -- | -- |

## AGE

| | 1982 | 1983 | 1984 | 1985 |
|---|---|---|---|---|
| Average | 35 yrs, 11 mos | 35 yrs, 11 mos | 36 yrs, 1 mo | 36 yrs, 1 mo |
| Minimum | 30 yrs, 6 mos | 29 yrs, 7 mos | 31 yrs, 8 mos | 30 yrs, 2 mos |
| Maximum | 49 yrs, 9 mos | 45 yrs, 1 mo | 50 yrs, 8 mos | 45 yrs, 6 mos |

## YEARS OF ACTIVE COMMISSIONED SERVICE

| | | | | |
|---|---|---|---|---|
| Average | 13 yrs, 1 mo | 12 yrs, 10 mos | 13 yrs, 0 mo | 13 yrs, 3 mo |
| Minimum | 7 yrs, 1 mo | 3 yrs, 3 mos | 4 yrs, 3 mos | 4 yrs, 1 mo |
| Maximum | 20 yrs, 3 mos | 19 yrs, 0 mo | 17 yrs, 11 mos | 18 yrs, 1 mo |

## DEPENDENTS

| | 1982 | 1983 | 1984 | 1985 |
|---|---|---|---|---|
| Total Number of Dependents | 1909 | 1896 | 2004 | 2037 |
| Average Number of Dependents* | 2.9 | 2.5 | 2.9 | 2.8 |
| Maximum Number of Dependents | 6 | 8 | 9 | 9 |

*Based on persons having dependents.

Figure 18.

US ARMY OPMS SPECIALTIES*

| Code | Title | No. | Code | Title | No. |
|---|---|---|---|---|---|
| 11 | Infantry | 141 | 52 | Atomic Energy | 6 |
| 12 | Armor | 71 | 53 | Auto Data Processing | 28 |
| 13 | Field Artillery | 83 | 54 | Ops & Force Development | 95 |
| 14 | Air Defense Artillery | 34 | 55 | Legal | 10 |
| 15 | Aviation | 85 | 56 | Chaplain | 5 |
| 21 | Engineer | 76 | 60-61 | Medical Corps | 6 |
| 25 | Communications | 30 | 63 | Dental Corps | 2 |
| 27 | Comm-Elct Engineering(C-E) | 5 | 64 | Veterinary Corps | 2 |
| 31 | Law Enforcement | 23 | 65 | Army Med Specialist | 1 |
| 35 | Tac-Strat Intel | 56 | 66 | Army Nurse Corps | 4 |
| 36 | Counterintelligence | 16 | 67-68 | Medical Service Corps | 15 |
| 37 | EW-Cryptology | 14 | 71 | Aviation Materiel Mgt | 3 |
| 41 | Personnel Mgt | 104 | 72 | C-E Materiel Mgt | 8 |
| 42 | Personnel Admin | 60 | 73 | Missile Materiel Mgt | 4 |
| 43 | Club Mgt | 6 | 74 | Chemical | 11 |
| 44 | Finance | 13 | 75 | Munitions Materiel Mgt | 5 |
| 45 | Comptroller | 51 | 81 | Petroleum Mgt | 2 |
| 46 | Public Affairs | 11 | 91 | Maintenance Mgt | 44 |
| 48 | Foreign Area Officer | 52 | 92 | Materiel Svcs Mgt | 93 |
| 49 | Operations Research/ Systems Analysis | 39 | 95 | Transportation Mgt Procurement | 24 19 |
| 51 | Research & Development | 47 | 97 | | |

*Active Army Officers (both specialties tabulated)

Figure 19.

# CHAPTER 8

# MISSION ACCOMPLISHMENT

## MISSION ACCOMPLISHMENT

I. OVERVIEW. The comprehensive, four-criteria reviews which all CGSC departments conducted over all their activities reveal that the institution as a whole is accomplishing its given and stated mission. These departmental reviews appear in Part II of this report and show the thoroughness with which the individual units applied the four criteria in undertaking their self-analyses. Section II of the present chapter, "Internal Assessments," summarizes the evidence of mission accomplishment which these departments discovered in their separate internal analyses. Section III, "External Assessments," presents the findings of the four surveys conducted to supplement this internal sensing of CGSC's mission accomplishment. Finally, section IV of this chapter describes CGSC's responses to the eight concerns expressed by the 1976 NCA Team.

II. INTERNAL ASSESSMENTS.

A. Structure. Gratifyingly, the achievements reported across the College can be logically grouped in patterns that relate to the missions, goals, and objectives developed by the CGSC leadership and outlined in chapter 2 of this report. As explained there, CGSC's two-part mission (officer education and doctrine development) is refractable into six subordinate goals, each of which yields a supporting set of objectives, themselves achieved when specified tasks (e.g., teaching, writing, advising) are performed. This hierarchial structure provides a convenient framework for the ensuing discussion of institutional mission accomplishment.

B. Goal 1: Officer Education.

1. Faculty. The first of the patterns to emerge confirms the College's primary mission: the training and education of officers in the battlefield application of combined arms doctrine. Although it is natural

to think of training and education primarily in terms of students, CGSC's prerequisite job is to develop--through acquisition and preparation--a first-rate faculty able to answer to students' needs. Thus, the College expends every effort to attract faculty (and staff) officers and civilians with the seniority, experience, talent, and desire necessary to write course materials, teach in a variety of modes, advise and counsel students, serve as role models, and respond to myriad other demands related to military academic life. In particular, CGSC insists that officer candidates be graduates of the CGSO course or its other service equivalent and that civilians possess corresponding expertise in their fields. Former instructional experience at other levels of military or civilian schooling is prized, as is an advanced degree and evidence of successful former command or staff work. Since assignment to CGSC is prestigious duty, the field of officers from which faculty and staff are drawn is impressive, as are the energy, ability, and education with which those selected generally acquit themselves. While assigned to CGSC, faculty members continue their growth, not only by on-the-job training but also through a series of faculty development sessions aimed at skill extension and knowledge expansion. Specific credentials of staff and faculty members are listed in the CGSC Catalog Supplement, while up-to-date data on their distribution among College departments are contained in the discussion of personnel resources in chapter 5.

2. Students. Based on its staff and faculty strength, CGSC is in fact able to conduct for its students the academic programs stipulated in the mission analysis. Each year, nearly a thousand US Army, Air Force, Navy, and Marine Corps officers, as well as a smaller number of civilians and Allies, receive a 10-month comprehensive, state-of-the-art course

focused on, but not limited to, the tactical and operational conduct of war. In addition, the more recently created (1981) $CAS^3$ organization regularly channels an increasing number of more junior officers through its intensive, 9-week course in staff procedures, aiming for an eventual peak enrollment of 4,500 captains annually. The School for Advanced Military Studies (SAMS), preparing to graduate its second class (of 24 students) in May 1985, is further refining its sophisticated program for 1985-86, when enrollment temporarily will level off at 48. Finally, the newly formed (1984) School for Professional Development (SPD) has organized under one administrative authority all of the shorter courses, conferences, symposia, and meetings which round out CGSC's educational offerings. As new activities of this kind are added to the College's agenda, SPD will add them to its assignments, and will, at full enrollment, have 4,600 students annually. Under these roofs are contained CGSC's four "schoolhouses": the CGSOC, the $CAS^3$ course, the SAMS course, and the variety of courses administered by SPD. Taken together they embrace all the teaching performed within the College's walls.

3. Available evidence in general indicates that the wealth of information imparted during all this instruction does answer the Army's need for officers able, in subsequent assignments, to train units and subordinates according to established doctrine and management skills, both in the field and in associated staff positions. The most positive proof of the College's success is the success of its graduates. As cited earlier, only about 40 percent of eligible officers are selected each year to attend the CGSOC and competition for selection is keen. As graduates, these officers are eagerly sought after by all the Army's major commands, each determined to secure its designated share. In fact, executing the CGSC

graduate officer distribution plan each year becomes a major activity for the Military Personnel Center, which is charged with the administrative aspects of officers' career management. Once on the job, CGSC graduates perform more impressively than nongraduates, as attested by their superiors. Indeed, the graduates themselves, in retrospect, generally assess their College experience as the most productive schooling in their careers to date and crucial to success in future assignments. Promotion statistics bear out these individual impressions, for CGSC graduates' careers tend to flourish in subsequent assignments, while nongraduates separate from the service earlier. In fact, CGSC completion, or its equivalent, is virtually essential for senior service school selection and for all positions of higher responsibility.

a. In much the same way, $CAS^3$ graduates have become valuable assets as they have proved that program's worth by their subsequent job performance. Consequently, approval ratings for this course among former students are extremely high, as reflected in Dr. Michael Anderson's article in the Military Review, "Evaluating $CAS^3$ Instruction." Although the $CAS^3$ program is as yet too new to yield data on its long-term effects on graduates' careers, all early indications are that this 9-week regimen lays a solid base for the kind of staff performance essential to career-long success in the officer corps.

b. Similarly, the SAMS program is so recently established that longitudinal studies of its effects are not yet possible. Nonetheless, informal, preliminary soundings have been most positive, as senior officers in the field have offered unsolicited praise for the impressive early performance of the first-year graduates. Among the graduates themselves, the program earns high marks for the extensiveness and depth of its

coverage, the skill and dedication of its faculty, and the applicability of its contents to real-life Army missions. The compliments paid to the program, of course, do not yet reflect one of its chief goals: establishing the philosophical bases on which exceptional senior achievement is founded. But the program's proponents are confident that, in time, this objective too will be realized.

c. Because the activities managed by SPD are so numerous and generally are brief, forming a coherent impression of their collective value in doctrinal and management training is more difficult than in the cases of the more continuous CGSO, CAS$^3$, and SAMS courses. Nonetheless, all indications are that SPD already has achieved, and no doubt will improve on, a successful and diversified assortment of offerings. Most visible among these is the Pre-Command Course (PCC), which returns to CGSC graduates about to assume battalion, brigade, and higher-level command positions. Although the Fort Leavenworth Phase is only 2-weeks long, PCC has earned a reputation for condensing into pragmatic packages new and updated information essential to command success. Letters from PCC graduates and, importantly, the worth of the program as communicated on the officer corps grapevine testify that the course is satisfying the need for which it was designed.

4. With no doubt, the College has made a continuous success of its master's programs over the past decade and more. The MMAS program has seen an enrollment increase from an average under 20 before 1975 to more than double that figure over the 10 years since CGSC's accreditation in 1976 (currently, 50 students are enrolled). This growth exceeds that expected by members of the 93rd Congress who passed the bill authorizing the program. Over the years, the program has developed five concentrations, or "majors," to enhance its utility to the Army and the degree-seeking officer, as well

as a more general, nonspecialist option. These ventures have been well-received and suggest future specialization along similar lines. Further evidence of the MMAS program's success has been the applicability of many of its theses to the solving of real Army problems, as is noted in the program review conducted in connection with this self-study and reported on in chapter 4. Each year a number of theses have made such contributions; several others have later been published as books, while still others have formed the basis for the authors' later doctoral efforts. Most are published and sent in copy to numerous related agencies with interest in the topic researched, and all are deposited in the Defense Technical Information Center, where their potential value to other researchers is undeterminable but appears extensive. Periodic assessments of the program's achievements by the CGSC Advisory Committee have been positive. The linking of the MMAS program and the new SAMS program, requiring all second-year students to conduct and report in writing on master's level research, signifies the Army's resolve that the two programs, based on shared interests in advanced military scholarship, will mutually support one another in the years ahead.

Complementing the MMAS program, the Cooperative Degree Programs have also accomplished the ends to which they have been dedicated. Although currently not as large in enrollment as the MMAS option, the Coop programs collectively have in most years numbered more students than their military counterpart, totaling several thousand graduates since the programs' origins in the early 1970's. The productivity of these programs, aside from mere numbers, has been enormous, for every degree earned has borne relevance to formal Army specialties and, in most cases, to identified skill shortages. Thus, the application of civilian educational power to military duties and military problems has been constant for a period now nearly halfway through

its second decade. Moreover, the ancillary benefits of the Coop programs, although impossible to measure, have been extensive, particularly in renewing mutual understanding and cooperation between the military and university communities following the Vietnam War. By the testimony of students and university faculty alike, the academies' insights into the Army's motives and those of its people are matched by the soldier's appreciation for the campuses' contributions to subjects he needs to understand. Yet the Coop programs' most telling sign of mission success is its durability, for the Army has consented to fund it longer than any other comparable CGSC activity.

C. Goal 2: Doctrine. The College's second principal mission goal has to do with the development and Armywide integration of combined arms doctrine. In this area, progress has been enormous and will culminate during 1985 in TRADOC's publication and release of approximately 70 volumes, all in progress over the past several years.

1. Like all other agencies active in the doctrinal arena, CGSC's first obligation is to implement those parts of the basic TRADOC Regulation controlling doctrine that define the College's responsibilities. These duties include assisting other agencies in the formulation of the concepts from which doctrinal needs are developed, reviewing those concepts and needs as they are formalized, and then taking active part in the writing, integration, and dissemination of the finished doctrinal literature, In so doing the College authors a number of publications itself and manages the production of all the other volumes written at the other 13 schools under the Combined Arms Center's purview.

2. As the individual departments' self-reviews show, CGSC is fully engaged in its mission actually to write a large portion of the Army's

revised doctrine. Virtually every department with subject matter experts in doctrinal areas has several such publications complete or in progress. In meeting this demand, faculty members schedule doctrine-writing time into their weekly activities much as they do their teaching, and in effecting execution of these duties they read, travel, and consult regularly with others knowledgeable in the pertinent fields. As they proceed, the faculty test their products also in CGSC's classrooms, where the students--who themselves are accomplished military professionals--scrutinize and criticize developing concepts and principles in the light of their collective experience. Thus, by the time a document is deemed ready for publication, it has been hammered and tempered in every forge available to its author. Not surprisingly, a significant portion of each department's budget and other resources are dedicated to carrying out its doctrinal responsibilities. Clearly, these expenditures in time, effort, and money are appropriate, for in generating doctrinal literature the College's faculty sharpen and update their grasp of subject matter also to be taught in the classroom while conversely, the continuous dialectic of the classroom furnishes a constant source of ideas with doctrinal potential. Thus, the teaching of students and the production of doctrine are for CGSC what teaching and related scholarly research are for conventional institutions. Doctrinal development is, in fact, a principal component of the professional research and publication of CGSC's faculty members.

3. In the process of writing and managing the new doctrinal literature, CGSC also has incurred a mission-related obligation to keep other Army agencies which are interested in doctrine, but not active in its construction, abreast of developments. To answer this responsibility, those closely involved in doctrine development have published updating guidance,

given innumerable briefings, and conferred with interested parties on the changes in progress. Since most of the people presenting these written and oral updates are the same ones producing the doctrine, and since much of the updating is done concurrent with other doctrine-related travel, this approach has afforded an efficient and cost-effective answer to this mission requirement. The process of continuously advising the Army in the field about doctrine development, moreover, ultimately will help ensure a better reception for the new volumes when published.

4. As the principal coordinator of Army doctrine, CGSC is obliged to see that all the new publications, those produced at CGSC and those produced elsewhere in the system, are compatible. To ensure that these publications are properly synchronized, the College has sponsored a number of workshops and conferences during which in-progress reviews of work underway are conducted. Attendees at these sessions are the authors and coordinators of the studies in progress, whose sole reason for attendance is to agree with their colleagues on definitions, scopes, limitations, delimitations, and other apparati designed to promote a coordinated execution of the entire program. To date, this practice seems to be achieving its intended purpose.

D. Goal 3: Joint and Combined Operations. The third among the College's mission-supporting goals specifies that the institution develop leaders able to take part in joint and combined operations. Since joint operations are those shared with other services and combined operations are those shared with other nations, a high degree of officer competence is required in these areas, for the modern American Army is unlikely to fight without support from the other services or participation by Allies.

1. To realize this double goal, CGSC participates fully with the other services and with other nations in the construction and promulgation of both joint and combined doctrine. One of CGSC's principal teaching and writing departments (DJCO) is named after and dedicated to the pursuit of progress in joint and combined activities. To this department are attached, for academic purposes, the College's Allied Liaison Officers and one of the exchange officers, part of whose shared duty is to contribute to evolving combined doctrine. Similarly, the Naval, Air Force, and Marine Corps representatives to CGSC participate in writing joint doctrine. Every effort is made to assure that, in both cooperative ventures, each participant is fully aware of the principles by which the others operate, the capacities each can bring to bear, and the limitations within which each--and therefore all--must function.

2. Consistent with its requirement to write joint and combined doctrine, the College also is charged with teaching its principles in the classroom. Thus, the DJCO faculty and staff present all the Common and IDC curricula that deal with area studies, interservice, and combined operations, ranging from studies in strategic considerations and all spectrums of operations from low-intensity conflict through high-intensity conflict. Significantly, the Allied LNO and Allied officers associated with the department share in this instruction whenever attention focuses on their own regions of the world. Similarly, each element of the other services presents instruction, both Common Curriculum and IDC, in the forms of its force contribution to the national military endeavor. The success with which the College is achieving this goal is evident from student responses to DJCO courses, for they are regularly among those most praised, both in student comment sheets and in ACCESS surveys. Further, the IDC's in DJCO

enjoy consistently impressive enrollments. Additionally, feedback from joint and combined military headquarters that have recently acquired CGSC graduates indicates a high degree of satisfaction with their preparation for these new assignments. Still other indications of the College's performance in this area is implicit in the extent of advanced education found among the DJCO military and civilian faculty, virtually all of whom hold master's or doctoral degrees in fields closely related to the subjects they teach. Taken all together, the evidence clearly shows that the College is reaching its goals in teaching joint and combined operations.

3. CGSC's final objective in the area of joint and combined operations is to ensure that Army doctrinal publications on these subjects are compatible with joint and combined publications. That is, CGSC must assure that the Army's documents are consistent with those published jointly by one or more services or by international coalition. To achieve this end, CGSC authors and other doctrine subject matter experts attend numerous military, civilian, and international conferences each year to exchange with their counterparts information and viewpoints on matters of mutual importance. These meetings are reinforced by all parties, regularly exchanging drafts of instructional and doctrinal materials for review and by careful coordination of their contents. The systems devised and implemented, and the cooperation manifest among all parties to the action, afford sufficient opportunity to propose, review, modify, and facilitate concurrence upon joint and combined operations doctrine. The degree to which CGSC and other participants are accomplishing their objective is evident not only in the acceptance of published doctrine and instructional material but also in the success with which joint and combined exercises are conducted.

In summary, CGSC plainly is attaining the writing, teaching, and coordinating objectives necessary to reaching its goal regarding joint and combined operations. All indications are that the institution will continue to do so.

E. Goal 4: Leadership Development. CGSC's fourth mission-supporting goal concerns the development of leaders exemplifying the highest professional standards. In one sense, the entire College is charged with this responsibility, and indeed, staff and faculty throughout the institution feel--and attempt to meet--the obligation to present, in their own conduct, an example fit for students and other junior personnel to emulate. At the same time, the increased attention the Army has brought to bear on leadership principles and ethical standards in recent years has led to the creation of a new CGSC department whose specific responsibilities lie within this broad area of human development and behavior. Thus CGSC's Center for Army Leadership (CAL) is the focal point for this service-wide interest, especially during 1985, the Army's "leadership year."

1. Of the four objectives which support this goal, the institution has made primary that which establishes value definitions, realizing both that strong values underlie behavior and that clear definitions undergird systematic analysis. Most obvious of the Army's commitment to this objective, and the others that flow from it, is of course the creation of CAL itself, for the Center represents a significant effort to organize the appropriate resources for the tasks at hand. As the CAL portion of this study reveals, the Army has indeed set the right foot forward by this initiative, for the Center already is staffed with talented, ambitious, dedicated specialists already well on their way to achieving the goals set before them. They have approached value definition from several angles at

once: studying notable Army leaders of the past, researching the available current literature on leadership and ethics, conferring with military and civilian professionals, and postulating from these inquiries those values, explicit and implicit, by which the Army professes to live. As the CAL products show, this effort has been both theoretical and applied, for the military must have a value system which not only satisfies the need for ideals but which works in the world the soldier knows. These values, therefore, once postulated, are tested in the laboratory of the CGSC classroom where, like the tenets of battlefield tactics, they must survive the criticisms of experienced students.

2. The College's second objective in this area links with the first, for CAL also teaches value analysis and the skills by which leaders may develop and reinforce values in subordinates. This teaching is substantial, occurring both in the classroom and in the writing and publishing of widely disseminated literature that becomes, in effect, required reading at all levels of command. While CAL is still too new for these achievements to be accurately evaluated on objective scales, preliminary sensings from students and other Army agencies indicate that the Center is already moving in the right direction. Specific elements of this success seem to be the integrating of CAL courses and publications with other components of the College's instruction, so that leadership and ethics are not presented merely as abstractions; the bonding of ethical and leadership issues with instruction in military law, where theory and application often meet; and the linkage of CAL's subjects with CGSC's writing and speaking requirements, for the leadership effectiveness appears to depend hugely on successful communication.

3. Beyond classroom instruction in the usual sense of the term, the College has the related objective of providing continued professional development programs in leadership and ethics to reinforce the knowledge, skills, and commitments regarding these matters among officers throughout the Army. Here again, CAL has been intensely active during its first year. Much of the Center's research, conducted in support of classroom instruction and publication, also has been used to lay a basis for doctrinal materials assigned in whole or in part to CAL, and these--once published--will affect the entire Army leadership. Further, CAL personnel have contributed to the short courses offered through the equally new SPD, especially its Pre-Command Course and the associated Command Team program provided for new commanders' wives. The impact of these courses occurs in concentric ripples, in that a new commander, on arrival at his next assignment, affects directly those who immediately surround and support him, and so influences less directly those subordinates who serve him at a greater distance. The Command Team training, involving wives in this process, testifies to the Army's acknowledgement of the positive role a commander's wife also may play--and through her the parts other wives may play--in helping establish a broadly affirmative climate for everyone working and living on an Army post. Evidence already suggests that this approach to command training has had some of the synergistic effects the Army had hoped for. Finally, CAL's teaching, publishing, doctrinal activity, and Pre-Command training are complemented by the Center's sponsoring of leadership conferences at CGSC and by its members' attendance at similar sessions elsewhere. The root purpose in these activities is to permit CAL's experts to interact with officers assigned to other duty stations, who are unable to spend time at CGSC.

4. A reading of the CAL self-assessment also shows that CGSC is making progress toward its fourth and final objective in support of its goal of further developing officer leadership standards: the evaluation of doctrine, instruction, and other programs not controlled by the Center but nonetheless related to leadership standards. In this area, the College oversees and influences much of what is elsewhere written, taught, and otherwise accomplished on leadership topics. Because of CGSC's critical and powerful position within TRADOC and among the other Combined Arms Schools, CAL exercises review authority over activities and products developed at these other sites. The importance of this responsibility is apparent, for CGSC has, in CAL, the Army's best authorities in this subject area. Therefore, the influence they exert over these other operations largely determines not only the quality control for the Army's leadership program but also the consistency with which the entire effort achieves the ends originally laid out. Because CAL has been adequately funded and staffed, and because of the experience and enthusiasm of its people, this objective--like the three others here summarized--is being accomplished. Through this early performance, the College seems to be attaining the mission-related goal it has set itself for enhancing officer leadership standards across the Army.

F. Goal 5: Change Management. The fifth of CGSC's six mission-supporting goals focuses on the need for Army leaders to develop the ability to deal creatively with change in the decades ahead. In recognizing this need, the Army--like many other contemporary organizations--has acknowledged that in the future change will occur more rapidly than at any other time in history, and that military institutions must find ways to anticipate and manage it. Because of its centrality in Army affairs, CGSC

has been given the requirement to devise means for managing change as a fundamental part of its current and future mission.

1. In a certain sense CGSC and the Army in general are better conditioned than most institutions to accommodate change because, for the Army, change is a way of life. The dynamics of the College's operation illustrate why. As noted earlier, CGSC, unlike most colleges, has a faculty most of whom serve for only 3 years before being reassigned back into the Army at large from which they came. Thus, the institution must replace roughly a third of its faculty each year. One consequence of this continuous personnel changeover is that the resulting infusion of new blood brings with it a perpetual stream of new ideas on virtually all subjects CGSC deals with, and on every method for dealing with them. Similarly, the general officers who lead the College usually serve no longer than the typical faculty member and so cause frequent shifts--sometimes subtle, sometimes marked--in the institution's overall direction. To adapt to these unceasing, only partly predictable transformations, the College has had to devise mechanisms for adapting to, controlling, even exploiting the process of change, and then for systematizing these methods. The result is the "systems approach" to education partially explained as the "Accountable Instruction System" in chapter 6 of this self-study and completely described only by the entire report. In a sense, the College's entire history is itself a study of how one institution has developed an existential understanding of change and its management. CGSC personnel, having learned these lessons during their duty at the College, are then able to apply them in later assignments throughout the Army where similar circumstances arise for similar reasons.

2. Beyond confronting change as a fact of institutional life, the College and the Army more systematically analyze the past and present in order better to understand the demands America's future will place on its Armed Services. The Deputy Commandant summed up the problem in addressing the student body immediately after the Christmas holidays this year. "All we really know about the Army in the year 2000," he said, "is that it will be different than it is now." Accordingly, the College seeks to frame its teaching of change management not so much within a series of precepts (for such precepts cannot clearly be drawn) but rather as a set of attitudes toward the inevitable mutability of an evolving world in which tomorrow's Army must perform. These attitudes must encourage alertness to developing trends, sensitivity to shifts of all kinds, open-mindedness toward possibility, imagination toward opportunity, and a positive exploitiveness toward advantage. These characteristics are essential components of the mental posture the College hopes to develop in its current students who, after all, will be the Army's leaders when the year 2000 arrives. Most of the College's specific concerns with tomorrow's challenges and CGSC's plans to meet them are described in detail in chapter 9 of this study, all of which treat the College's responses to the NCA's fourth evaluation criterion: institutional continuity into the future. For the present chapter, suffice it to say that, within the climate of rapid change that characterizes CGSC life, all departments are making major commitments to developing their programs to accommodate the College's currently foreseeable plans, and to including in their programs the flexibility to accept changes not presently foreseeable.

G. Goal 6: Development of Human Potential. The sixth and final goal essential to CGSC's mission accomplishment addresses the institution's felt

obligation to develop all its personnel to their fullest capacities. To a degree, this concern is simply benevolent, for an enlightened employer owes loyal and dedicated employees the opportunity to make the most of their abilities. At the same time, College leaders recognize that faculty and staff who perform at the top of their capabilities and who enjoy self-development amply return the institution's investment in their talents.

1. CGSC's first step toward this goal has been to establish clear missions, College and departmental, within which the responsibilities of all personnel can readily be understood. As indicated in the discussion of CGSC's overall mission (chapter 2 of this study) the mission statement leads directly to the goals and objectives that form the structure for the present chapter. Moreover, and as noted in chapter 2, the College's objectives then lead into the specific tasks which faculty and staff perform daily within their respective departments. Several of these departments' self-studies attest to their members' full understanding and acceptance of the College's mission, their departments' missions, and their own roles in this larger framework.

2. With the CGSC mission and its subordinate components plainly defined, the College next strives to place its personnel in positions that permit and encourage maximum professional development. To an extent this is a competitive undertaking, for officers in particular--once assigned to Fort Leavenworth--often are sought after by other agencies on post. Once assigned to CGSC, however, officers and civilians alike are placed in departments where their special skills can best be used and further developed. In almost all cases, the preferences of the officers themselves are taken into account and honored by College personnel managers. Once in their positions, the staff and faculty generally find that their duties

sharpen and extend their abilities. To supplement that growth, the College provides scheduled opportunities for its personnel to attend seminars, conferences, and other offerings, on- and off-post, aimed specifically at professional development. The extent of CGSC's success in placing its people in positions that optimize their contributions and their individual growth is perhaps best measured by the nearly universaly high morale among CGSC employees throughout the organization.

3. To implement these programs, the College has committed itself to allocating sufficient resources, as available, to each department, consistent with mission priorities. The departments' individual self-analyses in fact reflect that these resources are generally, if unevenly, available. Particularly, the College has been able to provide adequate funds for program development and for the considerable travel that supports not only CGSC's interactions with other Army agencies but also the concurrent development of staff and faculty potential. In addition to these funds, others are provided by the Fort Leavenworth Civilian Personnel Office specifically for training civilians and even some military personnel. Similarly, the College has generally been able to give its faculty and staff appropriate physical facilities for their teaching, writing, and related activities. Especially, CGSC's classrooms, library, classroom support services, and media support have been praised; less sufficient, in most departments' views, is the office space provided for essential faculty and staff work. Many offices are now overcrowded and promise soon to be more so as expected additional faculty join the College to meet its expanding responsibilities. The College's most difficult resource allocations are those involving personnel, for in recent years people have been CGSC's scarcest resource. Indeed, a consistent theme in departmental self-reviews

shows that while assigned personnel are excellent, often they are too few to permit mission accomplishment while reserving sufficient time for research and reflection, the intellectual seed corn of the College's future.

4. The programs the College has set in place to help assure personal and professional development have been commented on briefly in the pages above and extensively elsewhere in this self-study. Complementing those programs are several recognition systems that acknowledge superior performance. As regards military personnel, the principal form of recognition occurs in the historically well-founded system of promotion and awards, for, more than most institutions, CGSC operates within an hierarchical meritocracy with relatively clear standards, rules, and procedures for advancement and decoration. There is little doubt that this system provides the College a powerful source of incentive as well as an essentially fair form of reward for duty well done. For civilians, the hierarchy and means for advancement within it are, perhaps predictably, less distinct. Nonetheless, an elaborate system for job classification and another for candidate selection seem generally to identify well-qualified people for open positions. Certainly this is so for the upper levels of the organization, access to which normally depends on a succession of promotions based on a record of strong performance over a period of years. This system receives support from an annual "Civilian Recognition Day," at which the post recognizes and presents awards to civilian employees who have contributed at exceptional levels during the past year. For both military and civilian members of the staff and faculty, the College is living up to its objective for professional growth and recognition.

5. The penultimate objective assumed under CGSC's personnel development goal aims to assure open communication at all levels of the

institution, and at this task the College has had notable success. The Commandant and Deputy Commandant maintain an open-door policy that specifically encourages free communication. In fact, that policy has had even wider impact because, following the Generals' lead, the College's directors have set similar practices in place. The chain of command by which the Army operates, therefore, also functions at CGSC as a chain for communications, by which all staff and faculty may pass their observations up through command channels or may arrange to speak directly with the College leadership. To formalize these opportunities, the College has established the Faculty Board (described in chapters 2 and 3) which advises the Deputy Commandant on faculty views concerning all aspects of CGSC life. For students, the College maintains the Student Survey Committee and the use of student comment sheets (also noted in chapters 2 and 3), whose functions are to advise the College of students' views on institutional issues. The Deputy Commandant regularly holds "brown-bag" luncheons with student groups and is a frequent visitor to classes in progress, both sources of spontaneous student communication. From time to time the Deputy Commandant also meets with staff and faculty members, en masse, or in small groups. So resolved was he to do this during November 1984 that the entire body was convened at 6:30 a.m. for a "reveille" formation, simply because the busy CGSC schedule left no other time when all could be present.

Taken all together, these measures, and the spirit with which they have been taken, demonstrate the sincerity and effectiveness of CGSC's dedication to full and open communication throughout the organization.

6. Finally, the College has committed itself to the Combined Arms Center goals for an effective organization as defined by the Commandant. To promote this commitment, the Commandant formulated and had printed and

distributed throughout CAC two handsome posters enumerating the values of such an organization. These posters, widely displayed across the post, define the organization as fulfilling to work within, supportive of the professional aspirations of its people, purposeful in its pursuit of the mission, focused in its definition of its priorities, responsive to the needs of the Army, and caring in regard to the personal well-being of its people and their families. The aim of these measures and the policies that back them up is to remind CAC people all along the chain of command that everyone has a stake in making Fort Leavenworth a good place in which to live and work. CGSC's considerable success in pursuing these valuable ends is broadly evident in this self-study report, particularly in the individual departments' self-analyses and in the views of the students, staff, and faculty who responded to the institution's several self-study surveys.

III. EXTERNAL ASSESSMENTS.

A. General. As described in Chapter 1, as past of its self-study CGSC surveyed four populations external to the College in order to complement its subjective sense of mission accomplishment with objective data reflecting other views of the institution. Again, these populations were: first, the CGSOC class of 1983; second, a smaller selection of Pre-Command Course students who attended the CGSOC in earlier years; third, a random selection of supervisory officers for whom CGSC graduates have worked recently; and fourth, the current staff and faculty. The sections that follow describe the most prominent findings of these surveys. Copies of the surveys themselves appear in Appendix D of this report. Comprehensive data sheets are available on request for review.

B. The 1983 CGSOC Graduates' Survey.

1. Survey Population. A total of 496 surveys were returned from graduates of the 1983 class. The sample contained 262 combat arms officers, 112 combat support officers, 107 combat service support officers, and 15 "professional" officers (e.g., doctors, lawyers, dentists). The percentage of respondents in these categories is representative of the total CGSC population from year to year. The survey population is generally male (97 percent) which is not unlike the regular class. Of the respondents, 20 (4 percent) participated in the MMAS program and 53 (10.7 percent) participated in the COOP program.

2. Results.

a. CGSC graduates indicated that CGSC has had a profound influence, both from a professional and a personal standpoint. The majority (93.5 percent) found the CGSC experience a valuable military-academic experience, relevant to their needs in both their present assignments and their overall military specialty. Graduates (88.9 percent) also reported that the experience contributed to their personal and overall professional growth. From the viewpoint of sampled recent graduates in the field, then, CGSC is a meaningful professional experience. Significantly, combat arms officers found CGSC more relevant to their work than did combat support or combat service support officers.

b. Graduates' survey results also indicated that the philosophy and methodology used to accomplish CGSC instruction are effective. Respondents reported that the curricula, both the common curriculum and the individual development curriculum, are effectively organized, with sufficient depth of subject matter. Replies (80 percent) also indicated sufficient time to complete homework assignments, and most graduates perceive the evaluation provided as accurate and fair.

c. The effectiveness of CGSC's instructional philosophy and methodology is further supported by the fact that the majority (58 percent) of those responding believed that they improved their ability to communicate, both orally and in writing, to anticipate and solve complex problems, and to work with others. The majority of graduates also believed that they had improved their ability to lead. On the average, 44.8 percent of those responding indicated that the majority of subject areas in the curriculum should remain the same size, while approximately 37.5 percent indicated that some subject areas should be expanded. Two subject areas--logistics (49 percent) and low-intensity conflict (52 percent)--were areas in which most students believed that additional curriculum depth should be added. Both areas have been expanded since those students surveyed attended CGSC.

d. For those respondents who participated in the MMAS or Coop programs, the majority (90 percent) believed that the experience was valuable and career-enhancing. These graduates (95 percent for MMAS and 70 percent for Coop) reported also that these programs did represent a significant additional workload compared with that carried by students not seeking a degree.

e. Graduates (79 percent) believed that the CGSC faculty was sufficiently knowledgeable and skilled to teach effectively at the graduate level and that the faculty performed with a high degree of professionalism.

f. The majority of graduates (71 percent) agreed that the regular classroom and special facilities were adequate for learning. Respondents (93 percent) also felt that the facilities were satisfactorily maintained. Library accommodations provided (such as space, equipment,

books, and periodicals) were considered adequate by 88 percent of the respondents. The library staff was perceived as well-trained and helpful by almost all students.

g. The majority of graduates do not agree that computer support for their class was appropriate for the institution's purposes. Similarly, the majority of graduates do not agree that in 1983 computer facilities were adequate. However, respondents (71 percent) do believe that the computer support personnel were well-trained and helpful. Again, this area has improved since these students attended, for 99 microprocessors have been installed in the past 2 years.

h. In general, the class of 1983 found much to praise and little to fault in its professional and personal experience at CGSC.

C. The Pre-Command Course Survey.

1. Survey population. A total of 45 responses was received from graduates who had attended the Pre-Command course and who were either commanding or scheduled to command battalions or brigades in the field. These relatively more senior officers represented several CGSOC classes graduating between 1974 and 1981. Of these, 28 (62.2 percent) were combat arms, 10 (22.2 percent) were combat support, and seven (15.6 percent) were combat service support. Additionally, 19 (42.2 percent) of the respondents possessed a bachelor's degree and 25 (55.6 percent) possessed a master's degree. One officer possessed a Ph.D. or equivalent. None of these officers had completed the MMAS program, although four began work on a master's degree while attending CGSC, and nine began work on a Coop degree. It should be noted that selection for command is highly competitive and that these officers must be considered highly successful in their respective branches.

2. Results.

a. The respondents indicated clearly that CGSC, in their opinion, had a significant effect on their career. All respondents believed CGSC was a valuable military-academic experience, career enhancing, and a significant contributor to their overall professional development. Some 98 percent also believed that the social-professional experience was of value.

b. Graduates indicated that the CGSOC curriculum has been effective in meeting their needs in the field, is effectively organized, and is taught by a knowledgeable faculty. Ninety-three percent indicated that the curriculum is relevant to their current assignment and 84.5 percent indicated that the curriculum is relevant to their specialty. Graduates also reported that CGSC improved their ability to lead, to make decisions, to plan solutions to complex problems, and to anticipate problems. They also reported that their ability to work in groups was improved.

c. This group of graduates, however, did not feel that the physical fitness/weight control program in place during their student years was valuable. Likewise only 54.5 percent believed their ability to speak publicly was improved. Slightly fewer (46.7 percent) believed their ability to write was improved at CGSC.

d. Since most graduates were satisfied that CGSC met their needs, it is not surprising to find that the majority recommend that the overall amount of subject matter presented remain about the same. In some subject areas, however--logistics, leadership, military history, communicative arts, and low-intensity conflict--a large percentage (40 percent) of this group recommended that instruction be moderately to greatly expanded. Since this group graduated from CGSC several years ago,

these recommendations also are not surprising, reflecting, as they do, recent changes in Army emphasis. Significantly, these subject areas have been expanded in the last 2 years based on a perceived need in the field.

e. The graduates believe the common curriculum to be effectively organized, with adequate depth, and taught effectively. They also believe the common curriculum prepared them well for the Individual Development Course curriculum which was also perceived as effectively organized and sufficient in depth. And they believe that the academic evaluation was both fair and accurate. Perceptions of the value of the ACE program was, however, mixed.

f. Graduates reported that in their view regular CGSC classroom facilities and special facilities were conducive to learning. In addition, they found the administrative staff and community services supportive of the total "Leavenworth Experience." Graduates believe that the library adequately supported their needs, for ninety-one percent report that the library facilities were well developed and almost as many (88.9 percent) believe the library holdings were appropriate. The library staff was widely perceived as well-trained and helpful.

g. Computer services at the times of graduates' attendance were perceived as adequately supporting the needs of the graduate. The majority of graduates think that the quality of the facility was acceptable, was appropriately equipped, and was staffed by well-trained, helpful personnel.

D. The Graduates' Supervisors' Survey.

1. Description of Survey Population. A total of 445 surveys were received from supervisors of CGSC graduates. Of this number the majority were in the rank of lieutenant colonel (61 percent) and colonel

(26 percent). There were also six general officers who participated. Most officers classified themselves as combat arms (55 percent), while the remainder were combat support (20 percent), combat service support (16.4 percent), professional (2.9 percent), and other (4.5 percent). Almost all respondents (98.7 percent) were male. The majority of the supervisors (60 percent) completed the resident CGSOC while another 17 percent completed the nonresident CGSOC. A total of 14 percent completed an equivalent staff college.

2. Results.

a. Results from the survey indicate that CGSC generally is fulfilling its mission to train leaders and effective staff officers for war and peace. The CGSOC effectively provides the skills necessary to perform as staff officers. Supervisors believe that CGSOC graduates understand the Army's structure and organization, have better staff-action coordination skills than nongraduates, and possess well-developed military writing skills.

b. The CGSOC curriculum effectively prepares graduates for war. Supervisors report that graduates have a thorough grasp of tactical principles, weapon systems, and intelligence. The majority of supervisors indicate that CGSOC graduates are also well-grounded in logistic principles, although those supervisors in combat service support units tend to be less positive in this area. Graduates are perceived as knowledgeable in joint operations and national security affairs. This is particularly true where the supervisor is assigned to a Department of Army, Joint Chiefs of Staff, or Major Command Headquarters. Supervisor responses indicate disagreement, however, about low-intensity conflict, combined operations, and nuclear, chemical, and biological operations, where approximately one-third indicated that graduates need more understanding, one-third indicated that the

graduates' understanding was adequate, and one-third did not express an opinion. This trend appeared regardless of the supervisors' assignment. Since low-intensity conflict has only recently been included in the curriculum, disagreement among supervisors on this subject is understandable. On the other hand, more information seems to be needed on combined operations and on nuclear, biological, and chemical operations--areas not new to the curriculum.

c. The CGSOC is effective in preparing graduates for peacetime roles. Supervisors report that graduates understand decision making, budgeting, training management, and military law, all of which are essential to the peacetime Army. Supervisors report also that graduates generally work well with ADP systems. Supervisors disagree, however, as to whether CGSC graduates fully understand force structure and integration. This again is not surprising since this instruction was only recently added to the curriculum. CGSOC prepares leaders, and supervisors report that CGSOC graduates are well-informed in leadership principles and techniques. Most supervisors also agree that CGSOC graduates are sensitive to the needs of the soldiers.

3. Conclusion. In summary, although there are a few areas of preparation where CGSC graduates reflect a need for further curriculum development in the views of their supervisors, most supervisors are pleased with the graduate the College has produced in recent years.

E. The Staff and Faculty Survey.

1. Survey Population. There were 290 members of the CGSC staff and faculty (69.6 percent) who returned surveys for this study. Of this number 43.9 percent had been assigned less than a year, 23.7 percent had been assigned one to two years, 20.2 percent had been assigned two to three

years, and 11.8 percent had been assigned more than three years. The majority (79.2 percent) were military and the remainder were civilian. There were 21 (7.3 percent) who indicated they were serving as a director or higher. Of the total, 68 percent indicated they possess a master's degree, 9.6 percent indicated they possess a Ph.D., and 1.8 percent have a professional degree. The remainder indicated they possess a bachelor's degree. A total of nine individuals indicated this question was not applicable. The respondents represent all departments of the College.

2. Results.

a. General. The results from the survey of the staff and faculty indicate that its members believe that they understand and contribute to the CGSC mission, that the faculty is competent, and that there is an opportunity for professional development. However, not all military faculty believe this to be a career-enhancing assignment. Members feel that the work environment generally is positive but that there are some distractors such as time constraints and inadequate work space. The faculty believe the common curriculum and IDC curriculum afford students the opportunity to think and are well-presented. The faculty also believe, however, that more small-group instruction and better classroom facilities are needed to improve the learning experience. Finally, the faculty feel that they receive adequate support from those activities that provide media and library support. More detailed data follows.

b. Mission. The staff and faculty see a clear relationship between the CGSC mission and their daily activities. Regardless of department, years on the faculty, or current position, the staff and faculty believe that the mission and their part in its execution are clear and appropriate. Almost all members (91 percent) indicate that they understand

the mission and the majority (87 percent) report that they understand their contribution. They feel they work hard at their job, and believe they have sufficient education and training for their position.

c. Professional Development. The staff and faculty at CGSC believe that teaching and writing promote their professional development, and that additional developmental opportunities are provided in the faculty development program and by other on-post activities. The staff and faculty (50.5 percent) indicate there is sufficient money available for professional travel, and this perception is influenced by the length of time an individual has been assigned to CGSC. Personnel who have been assigned less than a year are generally neutral on this issue, probably because they simply have not been here long enough to have formed an opinion, while those who have been here longer than a year tend to believe that there are sufficient monies available. But while the majority of the members indicate an understanding of the formal faculty development program, only 35.8 percent believe the program is meeting all its goals. Evidently the most significant development occurs on the job. Only 39.4 percent of the staff and faculty believe CGSC duty to be a career-enhancing assignment. Civilian members are more positive than military members with regard to career progression. On the average only 30 percent of the military members believe the assignment career-enhancing, versus 84 percent of the civilian workforce.

A total of 65 percent believe that the leadership of the College effectively discharges its duties, and the staff and faculty and their families believe Fort Leavenworth to be a desirable place to be stationed with quality community services.

d. Work Setting. In general, the staff and faculty (73.8 percent) feel that the work environment is positive. However, several problem areas exist. First, 43.6 percent of the faculty feel that they do not have sufficient time to accomplish their work, 13.8 percent are neutral, and 42.6 percent indicate enough time. There do not seem to be any differences in these ratings by component (military/civilian) or by length of time at CGSC. However, the department to which an individual is assigned seems to influence the answer to this question, with personnel from DTAC particularly perceiving that they do not have sufficient time to accomplish their work. A second distractor for a large portion of the staff and faculty seems to be office space. A total of 43.8 percent indicated they have sufficient office space, while 9.3 percent did not express an opinion, and 46.9 percent indicated insufficient office space.

e. Faculty Council. The staff and faculty are undecided as to whether the Faculty Council is an effective voice at CGSC. A total of 24.4 percent believe the Faculty Council is effective, 28.9 percent do not believe it effective, and the majority (46.3 percent) were unsure. These views appear to be influenced by the length of time assigned, for staff and faculty assigned for 2 years or longer were more inclined to indicate that the Faculty Council is not effective. This result could derive from a perceived lack of change in policies and procedures.

f. Curriculum.

(1) The staff and faculty generally believe that the curriculum is effective. A total of 49 percent think the common curriculum contains the appropriate subject matter while 22 percent indicate no opinion. The majority (65 percent) believe the common curriculum is well

taught but do not feel students are provided sufficient time for reflection. Most members believe that the classroom contributions of Allied personnel augment the curriculum and provide a valuable extra dimension to the CGSC academic experience.

(2) The staff and faculty believe that CGSC provides an adequate range of subjects and sufficient depth in the IDC curriculum. The majority (65.6 percent) also believe that the IDC curriculum affords each student adequate opportunity for reflection. Again, personnel in CAL and DTAC tend to be less positive about this than faculty members from most other departments. A total of 43.7 percent of the faculty indicate that IDC's excessively restrict the students' elective choices. Part of this perception seems to correlate the length of time the individual has been assigned. It appears that a greater percentage of faculty members who have been present more than 2 years feel the program is excessively restrictive. This view could be a reaction to their comparing the present IDC "tracking" process to the totally free IDC selection system of several years ago.

g. Instructional Methodology. The staff and faculty believe that CGSC instruction is better suited to small-group discussion and exercises than to the "one on sixty" method of instruction. Almost all instructors would prefer to teach in small groups where the student can take a more active role. Most, however, do not desire to teach a wider range of subjects than they presently do. The majority of the staff and faculty (56.6 percent) report that they believe the Staff Battle Exercises are a viable method of instruction. Most (48.9 percent) also believe that the guest speakers are a valuable instructional enhancement to CGSC. The majority of the faculty (61.8 percent) believe the COMP'S to be a useful

tool in the student's preparation for the common curriculum. Data indicate that a greater percentage of personnel with a master's degree or a Ph.D. perceive COMPS as useful than other members.

The faculty, in general (48.9 percent) believe that students have sufficient time to do assigned homework. A total of 54.9 percent of the faculty believe that the student evaluation plan is accurate enough for the purpose it serves and most (64.2 percent) agree that the evaluation plan is fair. Sixty-six percent of the faculty responding indicate that the ACE program is effective.

h. Class Composition. The CGSC staff and faculty (91.4 percent) agree that students are academically capable; 88.3 percent agree that students are industrious; 59.7 percent believe students work well as a group. A total of 51.2 percent of the staff and faculty believe that the student population, as currently composed, facilitates instruction. Some 37.8 percent of the faculty believe the student population selected for CGSC best serves the needs of the Army, but this perception varies with the department to which the individual is assigned. In general, those in DTAC, CAL, and SAMS tend to believe the current student body composition does not facilitate instruction while personnel in the remaining departments believe the composition does.

i. Staff and Faculty Composition. A significant number (48.7 percent) believe that additional combat and combat support officers would better facilitate instruction. This view is especially strong in DTAC and SAMS, while DCS and CAL tend to disagree and other departments are about evenly divided on this issue. These preferences for additional combat arms and combat support officers are to be expected from those who teach the subject areas directly related to combat and combat support specialties.

Most faculty acknowledge that the difficulty in bringing all personnel to the same level in the classroom is hampered by the need to teach some professional officers (doctors, lawyers, etc.) even the most fundamental skills and knowledge.

j. Instructional Support.

(1) Generally, the staff and faculty are satisfied with instructional facilities, library support, computer support, and media support. The majority of the faculty (58.7 percent) believe that regular classroom facilities are adequate and well-maintained, although most also believe that noise levels are too high when classrooms are in work-group configuration. Special classroom facilities, such as the $CAS^3$ variations, seem to be preferred, probably because there are fewer distractors and the noise level tends not to be a significant problem.

(2) The faculty is especially well satisfied with the library. Almost all (94 percent) indicate it generally meets their needs, has knowledgeable, helpful personnel, and offers valuable special services (interlibrary loan, DTIC, etc). The majority of faculty (75.6 percent) feel that the library holdings currently are sufficient and that the operating hours provide adequate access. However, a large percentage of faculty (34.3 percent) do not feel the facility is large enough or will be in future years.

(3) Computer support appears adequate except in two areas. The faculty believes support from DACTS is valuable, prompt, and comes from helpful, qualified individuals. Faculty dissatisfaction in this area seems to be with the numbers of computers (or terminals) available. Only 38 percent of the faculty believe there is sufficient computer support

to do the job well and only 25.8 percent indicate there are sufficient terminals in the faculty offices.

(4) The Media Support Center more than adequately supports the CGSC faculty, for most members feel that the MSC provides quality print and graphics support in a timely manner. MSC personnel are perceived as well-qualified and helpful. Most of the staff and faculty (57.3 percent) seem to believe that the editing/publishing schedules are not hard to meet.

IV. CONCERNS OF THE 1976 REPORT. Finally, as a last consideration of mission accomplishment, the College has addressed the eight "areas of concern" expressed by the 1976 NCA Team, and here reports on the institution's progress in each of them.

A. Concern 1: Maintenance of program quality if faculty tours remain at 3 years.

Response: Over the past several years, CGSC and TRADOC have carefully considered the question of optimum faculty tour length and have concluded that, for reasons perhaps peculiar and inherent to military education, the 3-year tour generally meets the needs of this institution. The most compelling considerations follow.

1. The 3-year tour guarantees a faculty of which, usually, one-third is no more than 2 years removed from field experience, another third is no more than 1 year removed from the field, and the remaining third is only recently taken from field circumstances. This relative recency of field experience, CGSC believes, is essential to program quality, given the applied nature of the College's mission. That is, the responsibility to provide the rest of the Army with a curriculum, with graduates, and with doctrine that reflects current and evolving Army issues is best met by

teachers and writers who only "yesterday" were actors on the stages where these issues actually are played out. Not only does this currency ensure a continuous flow of recent experience into the faculty and the classroom, it also provides a constant source of new perspectives and fresh ideas as to how the College may best do its business. Directly related to this currency is the faculty's credibility with the students, most of whom have themselves lately come from units in the field and who--given their eventual return to field duty--rightly demand that faculty members possess detailed, accurate, up-to-date information on Army operations. Moreover, CGSC owes the Army and the faculty member the return of that instructor himself to the field for other duty following his CGSC assignment. Not surprisingly, many of the Army's most proficient professionals are those who know their business thoroughly as a result of teaching it for 3 or more years at the College. This faculty "product" as well as the student "product" thus becomes an important CGSC contribution to the rest of the Army.

2. The personnel turnover resulting from the annual infusion of a new third of CGSC's faculty is moderated by several factors.

a. First, the other two-thirds of the faculty are familiar with CGSC curricular affairs from their immediate faculty experience, and these officers provide perspective and assistance to the new members, especially through teaching teams combining new and seasoned instructors.

b. Second, CGSC has arranged for a small cadre of officers and a larger number of ranking civilians in key positions to spend longer tours--some of them virtually tenured--at the College. The effect of this stabilizing influence is optimized by the placement of these people in key administrative and faculty positions affecting curriculum management. Among these are the Assistant Deputy Commandant, the Chief of the Office of

Curriculum Affairs, the Director of Graduate Degree Programs, and the manager of the Strategist Program, for example. Of the five principal teaching departments, four list long-term civilian or military personnel among their faculty; only the Department of Tactics, whose mission demands officer field experience more exclusively than the others, lists only military faculty members.

c. Third, even among the College's non-permanent personnel, those with the greatest seniority--in CGSC service or other appropriate achievements--are selected as department directors, committee chiefs, and course authors. Thus, those with the most curriculum experience tend to occupy positions from which they can exert positive forces on program quality.

d. Fourth, those officers initially assigned for 3-year tours may be extended for a fourth year (some have had a fifth or even a sixth) under special circumstances, especially for the good of the College's programs.

e. Fifth, for every new faculty member, the College provides the elaborate faculty training and continuing development programs described in Chapter 6, embedded in its overall systems approach to education (also described there), the purpose of which is to provide substantial curriculum stability despite continuing faculty turnover.

f. Sixth, the College carefully selects those officers who become faculty members and rejects those the leadership does not believe meet CGSC standards. And seventh, most College faculty have had previous instructor experience at other Army (or civilian) schools before teaching their first CGSC class. Additionally, they have themselves been CGSC, or sister-service equivalent, students in the past and are therefore familiar

with the nature and methods of the institution. Moreover, each new assignee is an experienced practitioner in the specific area in which he will teach and probably has at least a master's degree in addition to his extensive professional experience. The important conclusion to derive from this analysis is that GCSC, after considerable examination, consciously prefers the advantages of the 3-year tour to other options so long as the several controlling factors described above remain in place to ensure program quality. In sum, the College believes that under these circumstances it can manage a staff and faculty assignment policy in which turnover is not synonymous with turbulence and which provides the institution the kind of faculty it needs to accomplish the mission at hand.

B. Concern 2: Maintenance of program quality under development reorganization and expanded mission.

Response: In a certain sense the entire self-study and report speak to this concern, for CGSC as described and evaluated is nothing if not an institution in change, yet one clearly dedicated to quality programs. As stated repeatedly elsewhere in the report, this dynamism is simply a fact of the College's life: CGSC must respond to the demands of a constantly changing world, and, in recognizing that need, has even made change management an essential goal under its mission statement (page 14). The College believes that through this recognition and the outlook it necessitates, the school manages change well and teaches change management effectively to its faculty, staff, and students. Evidence of this success is evident in the quality of the most substantive CGSC developments occurring since the 1976 NCA visit: the evolution of the MMAS program, the founding of CSI and CAL, the initiation of CAS$^3$, the beginnings of the SAMS and SPD organizations, the production of the new doctrine, the 1984

realignment, and such other originations and transformations as deserve review. Crucial to quality control in each of these endeavors has been the provision of resources to support new missions. Although these resources have not always appeared as early as desired, they have arrived in force. CSI, for instance, has grown from a nucleus of a few instructors to a strength of 31 today. CAS$^3$ from its beginnings has had a full complement of former battalion commanders as instructors and this year will occupy a new Bell Hall wing of its own. SAMS has expanded from its few original designer-instructors to a total of 16 personnel in a renovated building of its own this year, and next year will grow to 18. These and other examples illustrate the manner in which the Army has met the need to maintain program quality under reorganization and mission expansion by matching missions with resources. While the 1985 self-study has brought to light certain problems in some of these and other areas (cited elsewhere in this report) the overall conclusion CGSC draws at the study's end is that quality academic programs characterize its operation.

C. Concern 3: Absence of faculty members on the Advisory Committee.

Response: Since 1975, the College has included six faculty members on its Advisory Committee. Certain factors make complete control of the Committee's membership difficult: availability of nominees for service, approval of nominations at higher Army levels, and convenience of actual attendance at the Committee's meetings being a few. Further, CGSC has found that the impact of the Committee's recommendations beyond the College tends to be greater if the membership is weighted toward higher-ranking university officials; that is, the Committee's effectiveness may not really be served by a preponderance of teaching faculty. In any case, nonfaculty members of the Committee almost always have distinguished past experience on teaching

and publishing faculty, whatever their current position in their own institution. In all these ways, the College believes it has addressed the letter and the spirit of the Advisory Committee concern raised by the 1976 NCA team.

D. Concern 4: Minimal input from the larger academic community on the broader issues of educational philosophy and practice.

Response: CGSC has adopted several measures to address this concern.

1. The Advisory Committee has been reestablished (following a brief hiatus in its continuity in 1974), and now annually provides invaluable review and broad guidance on CGSC's most important educational issues. Among the Committee's many recommendations adopted by the College are the institution-wide increase in small-group instruction, the addition of tenured civilian faculty, the increase in stabilized key military personnel, the revision of the CGSO course in recognition of the impact of $CAS^3$, the extension of some students for a second year of CGSC study, and numerous other initiatives.

2. The College belongs to, receives the publications of, and regularly sends attendees to the meetings of the American Council of Education, the NCA, and other professional societies. In addition, the CARL subscribes to a range of other educational publications for faculty and staff reference.

3. Since 1976 CGSC has hired several dozen civilians with master's and doctoral degrees as well as teaching and administrative experience at civilian institutions. These people tend to bring a non-Army perspective to CGSC affairs and to maintain those nonmilitary professional associations which extend their contributions of this kind. The Morrison Professor Chair in CSI, for instance, affords annually changing contact for CSI and the

College with a distinguished civilian historian; and the new Soviet Army Studies Office will have several accomplished civilian academicians on its staff. Significantly, these personnel are distributed throughout the staff and faculty.

4. The College has continued to develop its Cooperative Degree programs with civilian institutions, thus confirming the linkage of its interests and relations with those of these other schools. Every semester sees university faculty members teaching university courses in Bell Hall, and each year CGSC places several dozen Army students on the university's campuses. The College recently has admitted three civilians to its CGSOC class and permits other civilians to attend CGSC-university courses held in Bell Hall. All these measures have increased the College's interrelations with the civilian academic world.

E. Concern 5: Lack of a professionally qualified research librarian.

Response: Since 1976 CGSC has recruited and placed two fully qualified directors of the CARL as well as several additional, professionally trained library personnel. The section of chapter 5 dealing with the CARL provides the particulars on current library staffing. It is noteworthy that recent surveys of CGSC graduates--and current students--unfailingly show high satisfaction with the quality of CARL service and personnel. The College believes that, for the time, this concern has been adequately addressed.

F. Concern 6: Crowded faculty offices.

Response: In this area, CGSC has had only limited success since, to the present, Bell Hall's expansion has not been completed and mission requirements have grown. Moreover, the success the College has had derives from earlier (late 1970's) personnel reductions now reversed, from expanding

facilities within Bell Hall where possible, and from occupying other buildings where necessary. Nonetheless, as missions have expanded and personnel have increased, offices have continued to be crowded and provide a consistent source of dissatisfaction among faculty and staff members, as evidenced both in individual departments' reviews and in responses to the self-study staff and faculty survey. The future, however, promises greater relief in that the $CAS^3$ addition will remove the largest portion of that operation from the older part of Bell Hall, permitting reassignment of some space now used by $CAS^3$. Also, the new facilities named in the building plans outlined in chapter 9 will greatly extend the academic facilities available to the College. Thus, while faculty offices remain crowded in the views of most departments, plans have been laid and to a degree enacted to provide assistance in addressing this concern. The College's Advisory Committee also expressed interest in the problems of shared offices, but acknowledged that the difficulty inheres in Bell Hall's rather large offices and demands an architectural solution.

G. Concern 7: Distracting educational atmosphere in curtain-divided classrooms.

Response: Since 1976 CGSC has experimented with a number of different classroom configurations to reduce noise and otherwise enhance small-group instruction. At least two of these experiments have brought a measure of success. The first solution--folding, hard partitions to replace the formerly ineffective curtain dividers--have now been hung in all classrooms where other arrangements have not been made. These hard partitions isolate work groups to some extent but also reflect sound back into the group area where it originates since their surfaces are not accoustically absorbent. Therefore noise levels sometimes generated by four

simultaneous meetings of 15 people still are relatively high and indicate that other measures must be adopted to solve this problem. The second experiment, with the "CAS$^3$ solution," more dramatically and more permanently reconfigures an essentially square classroom into one rectangular lecture area and four adjacent, rectangular small-group areas, all with accoustical partitions. This plan produces quieter rooms, but undesirably restricts the area available for space-consuming activities, such as map exercises where several maps must be laid out at once for terrain analysis. This latter revision of the 1976 classroom configuration has produced improvement, but the College is still considering other means by which further betterment may be achieved. The Advisory Committee also has commented on the problems of CGSC's large classrooms, especially in their small-group configuration, but acknowledges that, like the difficulties with crowded offices, these disadvantages are intrinsive to Bell Hall's original design and will require major modifications for correction.

H. Concern 8: Lack of reward system within the military for teaching and research talents.

Response: To a degree this concern may reflect the fact that most of the Army, beyond its schools, is not an academic institution and that much of its reward structure therefore must reflect "field" accomplishments rather than specifically scholarly ones. Nonetheless, in recent years some improvement has appeared in this area.

1. First, there is growing recognition throughout the service that CGSC faculty are carefully selected people whose professional abilities are broadly improved by the rigorous challenges the College imposes on them. CGSC faculty experience necessarily imparts levels of knowledge and

competence not shared by contemporaries who have not had that experience. Recently, these strengths appear to have created command and promotion opportunities not otherwise available. While it is too early for promotion and selection statictics to reflect this trend convincingly, there is considerable feeling, increasingly supported by anecdotal evidence, that this recognition is substantial. At the base of this view, perhaps, is CGSC's obviously expanding "place in the sun" in Army affairs, reflecting priority consideration for the College at the service's highest levels.

2. Second, the institution has indicated the importance of excellence in teaching by establishing elaborate pedagogical support systems (described in Chapter 6 of this report) to assist instructors' performance. A further expression of this dedication to excellence is the extent to which the College reviews and appraises instructors by both internal and external assessments, to help them improve as teachers. One result is that while faculty feel a considerable peer-and-student pressure to perform well under this system, they also enjoy a comparable peer esteem for doing so. This peer esteem reflects CGSC's concern for quality and is a paramount reward for the officer.

3. Third, the Army requires that the performance of every officer at the College (and elsewhere) be carefully evaluated and rated at least annually in an Officer Efficiency Report. For a faculty member, the basis of this rating can only be his professional performance at CGSC. Thus, his most cherished rewards--promotion, selection for choice further assignments, and the recognition and other payment they entail--are directly the result of his teaching, research, and writing. In this sense, CGSC's academic reward is realistically tied to the rest of the reward system the officer lives by in his other assignments, past and future.

4. Fourth to provide recognition for accomplishments in academic writing, CGSC encourages faculty members to publish in the Military Review and other military and civilian professional journals. These publications enhance the reputations of their authors and therefore improve their opportunities for promotion. Similarly, for historians, CSI provides numerous other formats in which accomplished writers can publish and circulate their work. These expressions of military scholarship are widely recognized within and without the College and are taken advantage of yearly by faculty and staff authors.

5. Fifth, CGSC awards to successful instructors, on conclusion of their assignment at the College, the prized "Leavenworth Lamp," a small, cast replica of the larger lamp that adorns Abrams Loop in front of Bell Hall and that figures prominently in the College crest. Symbolizing military learning and the CGSC experience, the Lamp with its accompanying certificate signifies a job well done by an accomplished classroom professional. The meaning of the Lamp's award is recognized throughout the Army.

6. Sixth, other tangible awards given to recognize exceptional efforts are many.

a. One such response is the Incentive Awards Program, which encourages the fullest participation of civilian and military personnel in improving government operations. The program aims to recognize and reward civilian and military personnel for exceptional suggestions and initiatives that contribute to the efficiency and economy of the organization. Participation in the program is highly encouraged and rewards are significant, varying with the value of benefits derived by the organization. Remarks may be cash payments or honorary recognition.

b. Like the Officer and Enlisted Efficiency Reports for military performance, civilian performance appraisals are prepared on a regular basis. As a result of these appraisals, duties performed in a superior manner may lead to performance awards. These appraisals constitute an employee's eligibility for awards of monetary value. The three basic monetary awards are the Special Act or Service Award, the Sustained Superior Performance Award, and the Quality Step Increase. Ten to fifteen percent of the civilian workforce can be recognized annually using these awards. Of this group about twenty-five percent should be a Quality Step Increase, which results in an increase in monthly pay.

c. Other cash awards recognize civilian first line supervisors working under the merit pay scales. These are the On-the-Spot cash awards and the Significant Accomplishment cash awards. The awards are not automatic, and each Merit pay employee is carefully screened before an award is considered.

d. On a structured basis the military rewards its members through the use of visible decorations such as medals and ribbons. These decorations normally are given at the end of a tour in recognition of outstanding performance for the period of the assignment. Impact awards also can be given for significant contributions made in relatively short periods. These medals usually come in the form of Commendation Medals, Meritorious Service Medals, and the Legion of Merit. Although not accompanied with monetary benefits, these medals add to the esteem of the recipients, enhance their records, and improve their chances of selection for key job assignments and promotions.

7. Finally, CGSC and the Army may reward successful faculty members who so desire with one of the best forms of recognition available:

support toward future faculty service at other military schools such as the Army War College, or as professors of military science at civilian colleges and universities. This support not only takes note of the officer's experience and performance, but also serves the Army well by placing such officers where they can continue to contribute to the service according to their talents and preferences.

Based on this review, it may be concluded that CGSC has addressed and made progress in each of the areas of concern voiced by the 1976 Team. While more yet needs to be done in some of these areas, the College--like other institutions--must work within limited resources and is pleased with the advances made so far. As CGSC's role in Army affairs and its resources grow during the years ahead, the institution hopes to make further headway in these and other areas perceived as needing development.

V. SUMMARY. There can be little doubt from both internal and external indicators that CGSC is indeed accomplishing its mission. To be sure, the institution faces significant difficulties, and confronting these will be among its challenges in the years ahead. But, on balance, the internal self-study assessments rendered by literally all of the College's departments collectively depict an organization doing most of what it has set out to do and satisfying most of the people who sustain and depend upon it. Based on the foregoing discussions and the departmental assessments in Part II, the College is justified in taking considerable satisfaction with its performance in the middle 1980's. With that performance as a foundation, Chapter 9 turns the attention of this report to the future.

# CHAPTER 9

# INSTITUTIONAL CONTINUITY

I. TOMORROW'S MISSIONS.

The challenge for the future years of the Command and General Staff College will emanate from future missions of the US Army as a whole. In a larger sense, the US national policies and strategies will prescribe those missions for the Army and ultimately determine the College's role to help ensure the nation's defense. As an educational institution, unlike the Army's corps and divisions, the overall mission of CGSC is not expected to change significantly. Army strategic and tactical combat units could realistically expect to be assigned new missions around the world as new threats are analyzed and transmitted to national policymakers. Worldwide instability and the natural evolutionary process of the politics of Allies and adversaries dictate the changes in our planning affecting where we expect to fight, how we expect to fight, and when we expect to fight. The overall mission of the College, to train leaders and to develop warfighting doctrine, will respond to these overall adjustments in policy and strategy at higher levels. If a future exists at higher national and Army levels, clearly a well-defined future also exists for the College. The challenge for the College is to ensure that CGSC's mission consistently supports these adjustments.

The process of training leaders and perpetuating new doctrine, as discussed throughout this study, will continue in future years through the four schools of the College. This resolve, however, does not anticipate stasis; rather, planning for the institution's future is an unending, dynamic process. In October 1984, for instance, CGSC completed an 18-month planning session that will produce improvements and expansion in the Army educational process at Fort Leavenworth through the year 1991. This plan, titled the "CGSC Academic Expansion Plan, FY 1985-1991," is actually a

continuation of already developing initiatives originally based on the 1978 Department of the Army study titled "Review of Education and Training for Officers (RETO)."

In general, this comprehensive earlier study addressed training, educational and professional development issues, and deficiencies existing at that time. Significant initiatives undertaken thus far as a direct result of the RETO study include the implementation of the Combined Arms and Services Staff School ($CAS^3$) and the Pre-Command Course (PCC), as discussed elsewhere in this report, as well as incremental revisions of the CGSC curriculum. Among other actions for improvement within the Combined Arms Center, the CGSC Academic Expansion Plan calls for a continuing professional education and development program for both Army officers and selected Department of the Army civilians. This program, now operated by SPD and explained fully elsewhere in this study, affords Army leaders the opportunity to return to CGSC for short periods to attend functional courses designed to impart special knowledge and skills for specific key positions and assignments.

This philosophy for continuing professional development, while not a revolutionary idea, nevertheless satisfies a deficiency identified in the RETO study. An excerpt of Section II of that study follows:

> As the Army moves toward full implementation of the Officer Personnel Management System, the need for short assignment/ specialty-specific courses will probably increase. After the Training and Doctrine Command front-end analysis is completed, more discipline will be added to the position coding procedure and training requirements will become more finite. This will enable personnel managers and specialty proponents to better understand the training and education needs of an officer about to be assigned to a specific billet and the best way to satisfy those needs. It suggests central monitoring at Department of the Army to better manage the inventory of officer skills and program training resources, and to prevent unnecessary duplication. Finally, there should be a well-defined DA policy, understood by the Officer Corps, that officers will be sent to the right course, at the right time in preparation for field grade service in a specific duty position.

CGSC, as the Army proponent for combined arms warfighting tactics and doctrine, is conducting or planning for 16 such functional courses, primarily oriented to combined arms operations to satisfy professional development requirements for Army leaders. The titles of these courses are: Corps and Division Force Integration; Combat Development; Terrorism Counteraction Instructor Training; Training Developer; Combined Arms Operations; Low-Intensity Conflict; Leadership Instructor Training; Nuclear Weapon Officer Course; Noncommissioned Officer Operations and Intelligence Course; and the proposed AirLand Battle Instructor Course. These courses are planned through 1991.

As can be seen by the titles, these functional courses cover a broad range of subjects; however, all are related to the current and future mission of the College to train leaders and promulgate warfighting doctrine.

Thus, the RETO study, the Academic Expansion Plan, and the preliminary results of the still-ongoing Professional Development of Officers Study (PDOS) discussed below confirm the necessity for supplemental professional development courses during officers' careers.

The Professional Development of Officers Study (PDOS) was chartered in the summer of 1984 by the Army Chief of Staff (CSA) to evaluate today's Officer Professional Development System. The study is focusing on training, education, socialization, and assignments that will form the basis for officer professional development during the period 1985 through 2025. The group is working to identify systemic strengths and weaknesses, to develop findings, and to make recommendations to the CSA.

In view of rapid improvements and advances in military technology, the PDOS group has confirmed earlier findings that special courses are needed for Army leaders occupying or enroute to specific Army positions that

require unique functional knowledge and expertise. The functional courses cited above are designed to supplement the normal educational advancement of officers as they proceed through their branch-related schools, $CAS^3$, CGSOC, and the Army War College. Accordingly, these functional courses will provide an interim educational service to officers (captains through colonels) before or after any of these formal schools to meet specific assignment or duty position requirements.

This program of functional professional development courses will not remain constant. As training deficiencies are recognized and analyzed, additional courses may be developed to correct these shortcomings. Additionally, as the international scene and our national policies change, new courses will be developed to ensure that Army leaders are skilled in the application of new doctrine, principles, and techniques. An example of this is the Terrorism Counteraction Instructor Training Course. In past years, the Army had little need for training in terrorism counteraction; however, in today's international environment it is essential to have a selected population of Army leaders proficient in this subject. Conversely, as the demand for some of these functional courses decreases, they may well be deleted. The AirLand Battle Instructor Course is an example. This relatively new warfighting doctrine is being taught throughout the Army school system, and a need exists to ensure that the doctrine presented in these various schools is consistent and standard. As this new doctrine is learned and practiced throughout the Army, the need for this course is expected to decline and disappear. Other courses, with a more lasting demand, may be integrated into the $CAS^3$, CGSO, or SAMS curricula, if desirable. Through this evolutionary process, CGSC will keep pace with future Army requirements for years to come. Management of this process in

future years will continue to be accomplished through the School for Professional Development.

In addition to the planned establishment of functional courses for coming years, CGSC's academic expansion includes the transfer of already existing Army courses from other installations to the Combined Arms Center and Fort Leavenworth. These courses include: (1) the Warrant Officer Senior Course at Fort Rucker, Alabama; (2) the entire Organizational Effectiveness Center and School at Fort Ord, California; (3) Operations, Research Systems Analysis courses at Fort Lee, Virginia; and (4) the Mobilization and Deployment Planning Course at Fort Sam Houston, Texas. The purpose of these actions is twofold. First, they will align these supporting courses with the organization at Fort Leavenworth to which they are responsible; for example, the proponent for the Operations, Research Systems Analysis courses at Fort Lee is the US Army Combined Arms Operations Research Activity at Fort Leavenworth. Second, by consolidating these diverse educational institutions, the commander of the Combined Arms Center and Fort Leavenworth can better ensure the integration, continuity, and standardization of Combined Arms Operations and related doctrine within these courses for their respective student populations.

While CGSC expects much of this new course development to take place in the School for Professional Development's functional courses, the entire College must address the future with flexible planning because changes will occur in all facets of the resident and nonresident programs. For example, the nonresident CGSOC program will grow substantially over the next several years as both Active Duty and Reserve Component officers recognize the need for mid-level staff training. Accordingly, our correspondence course and

USAR school curricula will need systematic updating, and administratively the workload associated with them will increase.

Similarly, the $CAS^3$ course will remain relatively stable in content, with minor changes in new staff support technology and procedures as well as some instructional efficiencies generated by the new facilities. Eventually the increase in the numbers of $CAS^3$ graduates will alter the entry level skills of the CGSOC students (within the next 5 years), allowing a moderate elevation of the curriculum center of gravity and more advanced concentration on the tactical and operational levels of war.

For these reasons, a long-range development plan for the CGSOC is underway. This plan, which reaches toward 1995, will be completed in May. While the mission of the course is unlikely to change under the plan, several areas need careful study. Among these are:

1. The possibility of a common core of instruction for Army students who attend other US service or foreign staff colleges.

2. The need for a 1- or 2-week resident phase for nonresident courses.

3. The expansion of curriculum treating the Army's future in space.

4. The teaching of joint exercises with other US service staff colleges.

5. The use of more sophisticated war gaming in both resident and nonresident instruction.

6. The incorporation of emerging instructional technology in Active and Reserve Component course designs, including communicative technology.

7. The linkage between CGSOC and SAMS in Terms II and III of the first year.

8. The extended use of the Tactical Operations Center (TOC) facility.

9. The expansion of the "Staff Ride" course to include more students and more battlefield visits.

10. The linkage between CGSC and the War College.

11. The systematic development of conferences, meetings, panels, reviews, and boards.

12. The development of the new Soviet Army Studies Office.

In the face of these considerations, the new School for Advanced Military Studies (SAMS) is firmly established, strongly supported by the Army Leadership, and will change only modestly over the next decade. The student body could increase to around one hundred in the next few years, depending on Army needs. Air Force, Navy, and Marine Corps officers may begin attending. No reduction below the current 48 students is anticipated. A more detailed account of the SAMS creation, development, and prospects occurs later in this report.

II. RESOURCE IMPLICATIONS.

A. Facilities. Clearly, over the past decade, CGSC has undergone considerable change and growth and now is planning a future expansion in both numbers and kinds of programs to be provided. These greater responsibilities, together with the anticipated additional consolidations of other TRADOC activities at Fort Leavenworth, underlie the need for increased facilities to support the mission of CGSC in future years.

Bell Hall, the main CGSC facility, was built 26 years ago and was designed mainly to accommodate large-group instruction. Student and faculty population growth detailed above, plus a major shift toward small-group instruction, will create the need for additional classroom and office

facilities. Moreover, the RETO study specifically recommended that the CGSC faculty be increased to accommodate the lower student-faculty ratio required for small-group instruction. (At present, the target CGSC student-to-faculty teaching ratio is 12 to 1. CGSC has also revised its pedagogy to present over 60 percent of instruction in small-groups.) These increases will demand additional facilities and a reconfiguration of existing space in Bell Hall. Most of this demand for new space must be satisfied by 1990.

Projections indicate CGSC student population will increase 229 percent in the next 6 years. In view of this expansion, CGSC planners recognized that new facilities must be built to meet these needs.

In the current federal environment of constrained resources, immediate construction is not the only answer to increased demand. Accordingly, CGSC has responded, insofar as possible, by taking other actions as follows:

1. Modifying existing classrooms to accept small-group instruction by installing movable partitions.
2. Restructuring the curriculum to permit small-group instruction within modified existing facilities.
3. Making increased use of automation, microcomputers, simulations, and other advances in educational technology, such as video discs.
4. Using the systems approach described in chapter 6 in the production, delivery, and evaluation of instruction.

While these steps have to a degree improved CGSC educational programs, the overall lack of usable space to capitalize on contemporary instructional technology still adversely affects complete mission accomplishment. Accordingly, in November 1983, a proposal for a General

Instruction Facility (GIF) was forwarded to TRADOC. Initially this project was slated to begin between 1986 and 1990. CGSC emphasized to TRADOC that the GIF project is absolutely necessary to meet the College's future educational growth requirements. At this time, the GIF is supported by HQ TRADOC to allow construction to begin in FY 87 and to be completed by 1990.

Because of the projected increase in students for $CAS^3$, School for Advanced Military Studies, and the new functional courses, as well as other courses transferred to CAC, new Unaccompanied Officer Quarters (UOQ's) will be required. The first increment of a new 616-unit project to handle the $CAS^3$ expansion was approved in the FY 84 Military Construction-Army (MCA) Program, and the second and final increment was approved in the FY 85 MCA Program.

A project to cover the additional 479 UOQ units required was requested in the FY 87 Military Construction-Army Program to be completed in FY 90, corresponding with the transfer of courses moving to Fort Leavenworth. Approval and construction of these units will permit Fort Leavenworth to revert all family housing units temporarily diverted to Unaccompanied Officers' Quarters use back to family use. If the UOQ's are not provided, funds for off-post leasing and transportation will be required.

A new Library and Learning Resource Center building has been proposed and is needed to provide a facility adequate to house the library collections, study and research areas, and staff required to support fully the planned and anticipated expansion of the CGSC curricula and the CAC missions. The existing Combined Arms Research Library (CARL) in Bell Hall has as its primary mission serving as the reference and research center for both the Command and General Staff College, with its expanding curricula, and the Combined Arms Center (CAC), including the establishment of a CAC

operational archives. Planned expansion of CGSC will result in conditions of overcrowding for faculty and resulted in the identification of a new construction project to alleviate these conditions.

The new CARL facility will meet the current and anticipated security requirements for both classified information and for computer access. It also will allow the establishment of the CAC operational archives, as well as other special collections (e.g., Combat Studies Institute papers and records). The proposed facility will also further the development of CARL as an "Electronic Library," a term denoting a fully interactive, electronically supported information resource center managed by minicomputer-supported library systems. The project currently is programmed for FY 88 at a requested funding level of $19,750,000 and will assure that CARL remains the premier research center, not only for the Training and Doctrine Command, but for the larger Army community.

B. Personnel Requirements. Personnel requirements to support the planned CGSC expansion have been forwarded to TRADOC for resourcing. These requirements include 17 instructors to write, prepare, teach, and evaluate those new functional courses previously mentioned, as well as four administrative and planning personnel to continue the expansion process into the future.

The academic expansion resulting from the transfer of existing Army courses from other installations to the Combined Arms Center initially will not require additional personnel, because the transfer of those courses will also entail the accession of the people who teach them. Eventually, however, the increased student and instructor population associated with these courses will require additional personnel to ensure adequate support.

C. Funding Requirements. Funding requirements for planned expansion for FY 85 and FY 86, in the amount of $752,800, have been submitted to TRADOC for action. Resourcing for FY 87 and later will be managed by the Office of the Secretary, as discussed in section 1, chapter 5.

III. SUMMARY. The outlook for the College as a vital part of the Combined Arms Center and of the Army's School System is clearly one that promises growth based on solid past performance, thorough involvement in current affairs, and an expanding role in the future. The process of change over the years ahead has been logically planned for: Army needs were first established, programs to address those needs were proposed and approved, the resources to implement the programs were projected for funding, and the development of programs and facilities have begun. While the expansion anticipated will not be without growing pains, the institution feels confident that it will continue to play a central part in the national life in the years ahead.

# CHAPTER 10

# SUMMARY ASSESSMENTS

## SUMMARY ASSESSMENTS

I. OVERVIEW: Benefits of the Self-Study. As noted at the outset of this report, CGSC's 1984-85 self-study coincides with the conclusion of the College's first century of service and with the end of an important "decade of change." Occurring at an apt moment in the institution's history, the study has helped the College to review the principal events in its recent past, assess the key issues which it currently confronts, and focus on the developing challenges of the immediate and extended future. Within that three-part framework the institution has in fact accomplished the five self-study goals set out in Chapter 1 of this report: to conduct a meaningful self-appraisal; to link this self-appraisal to the 1984 realignment; to review progress regarding the 1976 Team's expressed concerns; to review new programs; and to make its case for continued accreditation. Among the specific means by which the study has contributed to an improved institutional self-understanding are the following.

A. First, the appraisal has given depth to the College's 1984 mission review. During the decade following America's involvement in Southeast Asia, the numerous ad hoc revisions in CGSC's mission--some of them profound, others superficial--had to some extent encumbered the institution's internal workings and altered its previous sense of direction. By the time the self-study began, the College's leadership, under the direction of the new Commandant and Deputy Commandant, was ready to redefine the CGSC mission and restructure the goals and objectives which make the mission achievable. Linking the self-study with the mission analysis has brought the four NCA evaluation criteria to bear on this review process, and writing the results into the self-study report has assured a careful review of the outcomes.

B. Second, the self-study has provided a critical context for developing the 1984 realignment. With revisions in the mission and its components completed, some realignment of CGSC's departments was inevitable. Conducting the realignment simultaneously with the self-study has helped the College to view these adjustments systematically, in terms of the four evaluation criteria, and in light of their full implications for the institution's mission, organization and resourcing, achievements, and future.

C. Third, the self-study has led CGSC to review its performance from a variety of external perspectives. Several of these already hace been described: the viewpoints of the 1983 class, those of the Pre-Command Course graduates, and those of randomly selected supervisors of recent CGSC graduates. In addition, the College knew from the start that eventually the self-study report would be read by a civilian Evaluation Team having little or no familiarity with current Army organizations, issues, or language. In a real sense, this knowledge has caused CGSC to think through the entire self-study process and report from the perspective of a non-military reader. This exercise has itself produced some insights that otherwise might have been missed, for, although the Army regularly reviews its programs, almost always these reviews are conducted by and for military people accustomed to military modes of thought and action.

D. Fourth, the self-study has provided a formal framework within which to correlate several issues and activities already underway or about to emerge as the study began. Chief among these have been the following.

1. MMAS Review. After nearly a decade of accreditation as a master's degree-granting institution, CGSC has reached a point where a

comprehensive audit and assessment of the MMAS program's achievement are timely. The self-study requirement has given additional meaning to this 10-year assessment

2. New Programs Review. Since the 1976 Comprehensive Review, CGSC has launched several significant new programs and organizations: the Combat Studies Institute (CSI), the Center for Army Leadership (CAL), the Combined Arms and Services Staff School ($CAS^3$), the School of Advanced Military Studies (SAMS), and the School for Professional Development (SPD). Because the self-study required a comprehensive reporting on all College operations, each of these newer units has been obliged to review its activities inclusively, when otherwise such analyses might have been deferred. Occurring simultaneously, these reviews also have sometimes shed light on one another; had they been conducted separately, this synergistic effect would have been lost.

3. Academic Expansion. As CGSC's mission continues to grow, the need for other new programs and for their management, evaluation, and modification will increase. To answer this need, the Academic Expansion Plan described in Chapter 9 has evolved. Its development contemporaneously with the self-study has assisted CGSC planners in formulating an expansion design that is consistent with established criteria for program quality and properly integrated with existing CGSC programs.

4. CARL Expansion Plan. For the past 2 years, the College has considered the need for an expanded library, the form it should take, and the means by which such a facility should be realized. The self-study has dramatized the requirement for library expansion, especially in the light of other expansions (e.g., in CGSC's mission, student programs, and doctrine

responsibilities, to cite a few), and has assured coordination of the CARL expansion with other developments in the wider CAC Expansion Plan.

5. CAC Expansion Plan. For the past several years an effort has gained momentum within TRADOC to increase the role of the Combined Arms Center in Army affairs. Already at the geographic center of the United States, CAC is conveniently accessible from other Army installations in all areas of the nation. Moreover, with CGSC and several other significant organizations located at Fort Leavenworth, the institutional basis for an expanded Combined Arms Center already is well established. The results of this effort is the CAC Expansion Plan referred to in Chapter 9. CGSC's self-study has highlighted a number of needs that directly or indirectly relate to the CAC expansion. Among these, a new gymnasium, a general instructional facility, and extensive CAS$^3$ living quarters, are a few of the developments that will affect CGSC programs and personnel.

E. Fifth, the study has produced a comprehensive report with practical applications for newly assigned personnel, visitors to the College, and other interested parties. All may be given the 1985 report as a comprehensive introduction to the institution. This utility will continue for several years, until the document, with time, loses currency.

F. Sixth, currency aside, the 1985 self-study report now constitutes an important permanent part of the official CGSC archives, for in it the institution has achieved a detailed, all-inclusive description and evaluation of its standing at this moment in time. In this historical sense, the self-study and report may grow more important as years pass.

II. STRENGTHS AND CONCERNS. In short, CGSC has seen in its 1984-85 self-study the opportunity to conduct needed program reviews, assess ongoing activities, and plan future developments within the integrating framework

such a study necessarily imposes. Out of this investigation has emerged an appreciation of the College's current strengths and a sensing of several areas for concern. A listing of each follows.

A. Strengths. Principal CGSC assets include those below.

1. Personnel. First among the College's strong points is its faculty and staff. A combination of extensive military experience in a wide variety of positions, carefully balanced distributions of professional specialties, a broad range of military and civilian academic credentials, (most at the master's or doctoral levels), and a strong dedication to performance and to the service appear to be the principal attributes of CGSC's people. Almost without exception, the College's individual departmental assessments cite the quality of their personnel (administrative staff as well as faculty) as their dominant asset. This view is supported by the 1983 CGSOC graduates and the members of the Pre-Command Course queried in the self-study surveys, who expressed approval of the College's faculty and staff. Moreover, CGSC staff and faculty members themselves indicated a high regard for their colleagues in the corresponding survey conducted among their number. And CGSC's civilian Advisory Committee, over a period of several years, virtually always has identified the College's people as one of its foremost strengths. In addition to the staff and faculty, CGSC's students must be included among its personnel assets, for, although each class spends only a year at CGSC (with shorter stays for all but CGSO and SAMS enrollees), student contributions to the College's accomplishments are significant. They bring to the classroom extensive professional experience, contribute importantly to the small-group learning process, respond critically to curricular and doctrinal materials, and

generally lend their considerable energy and dedication to achieving the College's purposes.

2. Leadership and Governance. A key ingredient in CGSC's operations is the system by which the College leadership and governing structure give direction to the institution's activities. Especially in view of the frequency of faculty turnover, the leading and governing mechanisms play a crucial role in preserving institutional continuity while permitting orderly change. Evidence of CGSC's success in this area is the smoothness with which the College's numerous and complex systems interrelate, sometimes within rapidly shifting Army or national priorities. Further evidence is the majority approval rating given CGSC's leadership by the staff and faculty.

3. Master's Degree Programs. For more than a decade the College has offered more than a dozen military and civilian master's programs that have permitted thousands of officers to win professionally related degrees. CGSC believes that the cumulative effect of these programs on officer development and the Army's mission is extensive, as revealed in the College's steady support for the programs and in the survey ratings of past participants.

4. CARL. A strong asset at CGSC is the Combined Arms Research Library. All departments that mentioned the library in their departmental reviews gave it high marks both for its holdings and for the competence and helpfulness of its staff. Similarly, individual faculty and staff rated the library favorably in their survey returns, as did the 1983 graduates surveyed. These findings concur strongly with the very positive assessments of the library registered less formally by MMAS candidates each year.

5. Curriculum. Over the years the College has established a curriculum strong in the essential knowledge and skills required by successful commanders and staff officers. The 1983 graduates and Pre-Command Course graduates confirm this view. Additionally, the College believes that the detailed and comprehensive system that has evolved for curriculum change--both refinements and more sweeping revisions--is an important curriculum management tool and an institutional strength.

6. Innovative Programs. In meeting the Army's evolving needs, CGSC has initiated the several new programs described elsewhere in this report and noted again earlier in this chapter. All the evidence currently available suggests that, from the Combat Studies Institute to the School for Professional Development, these initiatives have succeeded to date.

7. Finances. In recent years the College has enjoyed relatively stable and adequate funding levels. CGSC's centrality in Army education readily explains this reliability of funding, and the College acknowledges that much of its achievement, especially its ability partially to offset officer personnel shortages with equipment, results from having sufficient financial resources.

8. Bell Hall. Since its construction ending in 1959, James Franklin Bell Hall has been the home of the Command and General Staff College. Although CGSC missions now are extending College activities beyond the building's original limitations, most respondents to the self-study's surveys expressed general satisfaction with Bell Hall. The new $CAS^3$ wing, now nearing completion, and the additional buildings scheduled for construction (e.g., the general instructional facility and the new library) promise to relieve the current Ball Hall crowding cited by some respondents and by CGSC's departments.

9. Media Support Center. Unlike most Colleges, CGSC cannot rely on commercial and university presses to supply most of the texts for the specialized subjects its faculty teaches. The majority of texts and other materials, therefore, are researched and written by CGSC authors and published by the Fort Leavenworth Media Support Center. All departments assessing the MSC, as well as the majority of staff and faculty survey respondents, expressed satisfaction with the products and services of this extremely important facility.

10. Development Plans. With its mission for the present and foreseeable future redefined, the College has participated fully in the CAC Expansion Plan, making careful provisions for its projected program and facilities expansions. In the view of the CGSC leadership, this prospectus for controlled growth itself constitutes a valuable resource in plotting the continuity of College activities.

B. Concerns. Chief areas for concern signaled by the self-study appear to include the following.

1. Career Enhancement. Although CGSC correctly claims an expert faculty and staff, and although service at CGSC unarguably advances the expertise of officers assigned, a majority of officer respondents to the self-study staff and faculty survey said they did not believe CGSC duty to be career-enhancing. While the causes of this perception (whatever its accuracy) are complex, the effect--if unchecked--would seem to forecast future difficulties for the College in securing well-qualified officer faculty members. A thorough examination of this phenomenon, leading to corrective steps, is therefore in order.

2. Faculty Numbers. For several years, CGSC has been operating with faculty numbers significantly below authorized levels. In some

departments the strain of this shortage is greater than in others because of scarcities in some officer skill specialties especially valuable to those departments. Recent personnel management decisions aimed at raising faculty strength to authorized levels will take several years to become fully effective. In the meantime, CGSC must continue to accomplish more with fewer people than are needed. Careful attention to quality control and "scarcity management" will be essential during this period.

3. Faculty Council. One surprising result of the staff and faculty survey conducted for the self-study was the discovery that most constituents represented by the Faculty Council were unconvinced of its effectiveness. To a degree faculty reservations about the impact of the Council are understandable since military organizations--even academic ones--operate chiefly through chains of command authority rather than by elected delegations. Nonetheless, the College leadership relies on the Faculty Council to represent the views of its constituents to top decision makers and weighs the Council's expressed opinions in formulating College policy. Apparently more discussion, in open forum, of the Faculty Council's role and importance is needed to address this shortcoming.

4. Office Space. One difficulty identified by the 1976 Team and still unrelieved is crowded CGSC faculty offices. The persistence of this problem results not from inattention, for the College has developed and assigned new faculty and staff offices in spaces formerly put to other uses. Rather, the institution's expanding missions so far have outpaced these conversions. The new facilities mentioned above eventually will alleviate this difficulty; until then the disadvantages inherent in semiprivate offices are likely to continue.

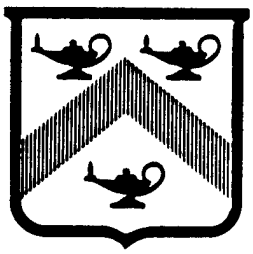
5. Classroom Noise. Another facility shortcoming noted by the 1976 Team--but one against which progress has been made--is classroom noise. The problem in 1976 was that noise during workgroup activity was not muted by the cloth curtains suspended between the groups. Experimentation since then has led to the replacement of the curtains with folding, sound-reflecting partitions that substantially contain noise within each group. Nonetheless, some forms of group work still produce distracting noise levels, indicating that the College needs to seek other measures better to address this difficulty.

6. Rate of Growth. As CGSC moves into the future, its significance in Army education and military affairs seems certain to increase. As this growth occurs, measures will have to be taken to insure that the quality of the College's products (its graduates, doctrine, etc.) remains high, and that the planned extensions of activity and resources do not exceed effective measures of control. Since the Army has had long experience in managing large and complex organizations, the means to implement satisfactory controls appear accessible.

III. CONCLUSION. The 1984-85 CGSC self-study has proven to be an extraordinarily useful instrument in helping the College take comprehensive stock of itself at an important juncture in its life. Closing one century of growth and embarking on another, the institution completes its first such study in a decade. Although the study reveals an imperfect institution, the College notes that its inventory of current strengths exceeds its concerns and believes that, broadly speaking, progress since its initial accreditation has been substantial. With those strengths as its foundation and with those concerns among its remaining challenges, CGSC looks forward with anticipation to its second century of service to the Army and the nation.

# PART II

# INDIVIDUAL DEPARTMENTAL REVIEWS



# SECTION ONE
## PRINCIPAL ACADEMIC DEPARTMENTS

DEPARTMENT OF TACTICS

DEPARTMENT OF COMBAT SUPPORT

DEPARTMENT OF JOINT AND COMBINED OPERATIONS

COMBAT STUDIES INSTITUTE

CENTER FOR ARMY LEADERSHIP

# CHAPTER 11

# DEPARTMENT OF TACTICS

## DEPARTMENT OF TACTICS

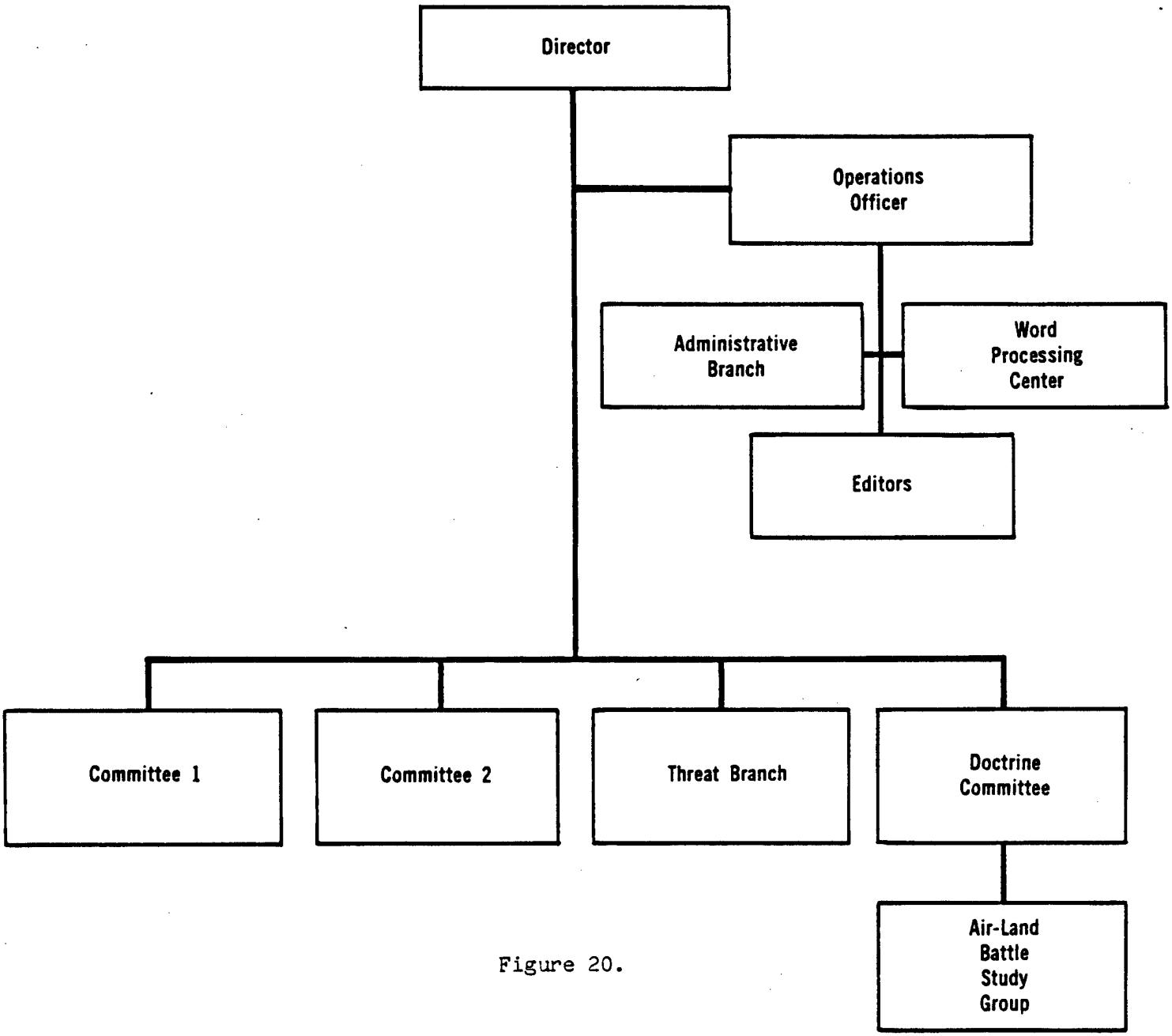



Figure 20.

## DEPARTMENT OF TACTICS

I. MISSION.

A. The mission of the Department of Tactics is to prepare, coordinate, and present corps and division operations instruction at the tactical and operational levels of war and to prepare and disseminate corps and division combined arms doctrinal literature. This brief mission statement belies the overarching impact of the Department on CGSC operations. As the "fighter" in the Army's senior warfighting school, DTAC, in all its activities, is central to the execution of the overall College mission. DTAC develops and describes the scenarios from whence all staff operations, tactics, operations, combat, combat support, and combat service support instruction derives and is responsible for the coordination of all such instruction between and among departments and other service representatives. Likewise, DTAC is responsible for the development and promulgation of the doctrine for employment of forces at corps and division level which governs what is taught in these scenarios.

1. The College realignment of 1984 brought under DTAC the functions of the Staff Operations Committee of the former Department of Command (figure 20). This realignment established under one Department responsibility for instruction and doctrine on staff procedures, command and control, intelligence, electronic warfare, nuclear, biological, and chemical operations, and communications, as well as tactics and operations--in short, all of the functions of warfare apart from the personnel, leadership, and logistics functions.

2. Coincidental with the realignment, the College elevated its instructional focus from the tactical to the operational level of war. DTAC was charged with tne development of a master scenario and instructional plan

that would serve to raise College teaching from the tactical arena of force-on-force battles and engagements to the operational level of larger unit operations (principally at corps) wherein campaigns are fought over great distances, over time, with the aim of achieving positional advantage to defeat the opposing commander's plan. This enormous change was successfully accomplished through a massive course rewrite from September 1983 to June 1984, with execution of the revised curriculum beginning in August 1984. Fundamental instruction is on the US Army's primary objective--winning the AirLand Battle. Instruction is presented in complementary subcourses that progress from elementary matters of organization to complex military operations. Classes encourage student discovery of the imperatives of battlefield success. Given a specific scenario, students analyze and decide the employment of forces to accomplish assigned missions and thus gain understanding of the applications of doctrinal principles and tactical techniques. Additionally, the classes provide instruction and practical exercises in command and staff techniques and procedures used to control and coordinate division and corps-level combat operations on the air-land battlefield.

3. The specific focus of staff operations in DTAC instruction is to integrate into corps and division subcourses instruction on command and control, fire support, and intelligence. Instruction emphasizes the "how to" of command and control, fire support, and the employment of intelligence and electronic warfare to support warfighting at corps and division. Additionally, staff operations instruction provides the student with an understanding of nuclear, biological, and chemical operations as they affect the AirLand Battle.

4. Threat instruction within the Department is designed to keep the student abreast of changes in all aspects of Soviet Army operations. Threat classes introduce the historical development of Soviet military philosophy and resulting force development and employment. Students examine the organization, weapons, equipment, doctrine, tactics and capabilities of Soviet combat, combat support, and combat service support units from the tactical through strategic levels with emphasis on operations.

5. The changed focus of US Army doctrine as described in FM 100-5, Operations, August 1982, has had profound impact on the activities of the Department. As the Army's doctrine proponent for corps and divisions, the Department has been engaged in an intensive effort to produce doctrinal literature reflecting the tenets of the AirLand Battle, as well as to participate in doctrinal studies and determined efforts to embed new doctrine in the minds of commanders and staffs in the field. At this writing, no less than 10 doctrinal volumes addressing subjects from corps operations to winter warfare are in progress.

B. General Objectives. The general objectives of the Department of Tactics, consistent with its mission, are to develop and teach combined arms doctrine at the operational level of war. DTAC intends that its doctrinal literature, and the understanding of CGSC's graduates, reflect the realities of modern warfare: highly complex, technologically sophisticated, fast-moving, and intensely lethal. Doctrinal prescriptions and classroom instruction must depict the necessity and teach the ability for highly skilled commanders and staffs to think, decide, and execute at a pace and under stresses never before experienced.

C. Goal. The specific goal of the Department is to develop confident, competent leaders for the US Army--leaders who know the doctrine by which

our Army fights, understand its organizations and their capabilities, and are able to employ those units to maximum advantage on the modern battlefield. Achievement of this rather simplistic-sounding goal demands that students learn habits, methods, and patterns of thought and action at levels far above their previous experience and places the greatest intellectual demand on the staff and faculty of the Department.

D. Evaluation of Mission. Members of the Department clearly understand its mission. Also understood and accepted are the extremely complex interrelationships of what is written and taught to an enormous number of other functions and activities across the Army. Employment doctrine forms the basis for key decisions in force structure and design, materiel acquisition, manning, training, evaluation, and war planning, to name but a few. As a result, members of the Department are repeatedly called on to contribute to these functions. That is, although the Army's root purpose is national defense, the doctrine by which the Army fights and the methods by which it is taught are fundamental to how the force is designed, equipped, and trained. Thus, the tasks implied (but not specified) in the statement "write doctrine, teach doctrine" are the most pervasive facets of the mission.

II. RESOURCES AND ORGANIZATION.

A. Organization. The Department of Tactics is organized as shown at figure 20. Elements of the former Department of Command joined DTAC in July 1984 and were functionally integrated into the existing Corps Operations, Division Operations, and Doctrine Committees. The Corps and Division Operations Committees and the Threat Committee are responsible for the preparation and presentation of resident instruction in the College, and for the preparation, publication, and maintenance of nonresident course

materials for correspondence course and USAR school versions of the Command and General Staff Officer Course. It should be noted that distinctions between the Corps and Division Operations Committees are made for the purpose of assigning course development and preparation responsibilities only. No such distinction is made with respect to instructional responsibilities; instructors from both committees teach both corps and division operations.

1. The Doctrine Committee is responsible for preparing, coordinating, and publishing of a large quantity of combined arms doctrinal literature (see Mission Accomplishment paragraph IIIA), as well as for reviewing and coordinating the doctrinal content of course materials prepared by the teaching committees. This Committee is also charged with the review of publications developed by other schools, centers, and agencies for doctrinal sufficiency and coherence prior to publication. The Doctrine Committee is the Department's principal actor in dealing with external agencies regarding force structure and design, materiel acquisition, training, evaluation, and studies. Subordinate to the Chief of the Doctrine Committee, the AirLand Battle Study Group is a study cell involved with a number of external agencies in the conduct of an analytical study of the application of AirLand Battle doctrine. The purpose of the study is to evaluate the execution of the doctrine with the programmed force and to recommend solutions to identified shortcomings.

2. The Operations Officer's section of DTAC provides general staff and administrative support to the Department in the areas of personnel, facilities, and fiscal management; interface with the College administration; and operational and logistic support to the teaching and doctrine functions.

B. Personnel Resources. Based on the most current authorization document, the Department's personnel resources can be described as follows.

1. Administrative and support personnel, consisting of operations NCO's, secretaries, editors, and word processing specialists are considered adequate to the Department needs.

2. Faculty authorizations for the Department are adequate for the accomplishment of all tasks assigned. However, the shortage of assigned personnel as compared to authorizations too often demands that the Department shift priorities, reassign duties, and react to requirements rather than forecast, plan, program, and execute as desired. In addition, instructor shortages dictate extremely demanding teaching schedules, long working days, and too little time for research or other professional enrichment.

3. The Department is extremely fortunate in the quality, dedication, experience, and educational background of its personnel. Only two officers of the 68 assigned are not graduates of CGSC or one of its other service equivalents. Over 70 percent of the Department's officers possess a graduate degree from a civilian institution. All have served in command and staff positions commensurate with their branch, specialty, and length of service. It must be pointed out, however, that few, by virtue of their grade, have served on corps staffs, and must therefore develop expertise at that level through study and observation rather than through practical experience. The committee leadership in the Department is particularly strong; Chiefs of the Corps, Division, and Doctrine Committees have all commanded at the battalion (LTC) level, are all graduates of or selectees to attend a Senior Service College, and all possess master's degrees.

C. Financial Resources. Financing for those activities planned and programmed by the Department are adequate, as is financial support for supplies, equipment and civilian pay. However, recurring, externally directed, unprogrammed activities (principally travel) as a result of involvement in Armywide activities invariably cause overruns in expenditures. To date, the College has been able to fund required travel throughout each year by gaining additional funds to meet these demands.

D. Physical Resources. DTAC totally occupies the east wing, third floor, of Bell Hall, as well as several offices on the east wing, second floor, where the Doctrine Committee and AirLand Battle Study Group are located. Data-processing and microcomputer equipment is centralized in a single room. No conference or dedicated classroom facilities are included, nor is dedicated, private space for student counseling available. Offices are crowded at current staffing levels (two or three officers per office); if personnel are assigned up to authorized strength, overcrowding will become severe and could adversely affect faculty performance.

E. Support Resources. Support to the Department is excellent across the board. The Training Support effort to the classroom instructor is particularly outstanding, removing from his concerns innumerable worrisome details regarding classroom setup, issue materials, and the like. The Combined Arms Research Library is excellent, as are the personnel who operate it. The Media Support Center provides professional, timely support without exception.

F. Evaluation of Organization and Mission Resourcing. The Department's organization is the optimum for the tasks at hand. Information flow and supervisory lines of responsibility are clear. Financial and support resources are excellent. The physical plant permits mission accomplishment

but is barely adequate now and will become a greater problem as the Department approaches its authorized strength. The quality and experience level of faculty is outstanding, for all are motivated, dedicated professionals performing well despite heavy loads. None of the shortcomings mentioned ultimately precludes successful mission accomplishment.

III. MISSION ACCOMPLISHMENT.

A. Curriculum and Curricular Materials.

1. Regular Course Common Curriculum. In Term I, DTAC instruction focuses on fundamentals of combined arms operations, Soviet Army operations, the AirLand Battle, and offensive and defensive operations. Many courses include advanced practical exercises and emphasis on the student's performing "hands-on" assignments. Throughout DTAC instruction, the student is placed in a series of staff and command roles at division or corps level. The emphasis is on small-group teaching methods with student-led and instructor-monitored classes. Courses are designed to capitalize on the existing knowledge and expertise of the student, to emphasize sound tactical concepts, and to improve rational decision-making skills.

Each student presentation is critiqued by the instructor to provide immediate feedback on the student's strong points and to identify areas for improvement.

Course content focuses on the learning objectives for each lesson. Classes are conducted in an informal atmosphere emphasizing an academic freedom which promotes individual inquiry and constructive critical and creative thought. There is no effort to promulgate a single "school solution" to any tactical problem. Clear reasoning to a workable solution is demanded, rather than a prescribed solution for all situations posed.

The courses in Term I total 234 contact hours. Additionally, approximately 50 hours of combat service support operations, taught by the Department of Combat Support, are integrated into the 172-hour Corps/Division Operations Course and are included in the above total. Through this joint instruction, team teaching methodology is employed, in which tactics and staff operations instructors from DTAC and combat service support instructors from DCS form a three-man team augmented as required by members of the Air Force Section.

2. Allied Preparatory Course. Apart from CGSOC instruction, DTAC presents a 32-hour introductory block of instruction for Allied and other service officers at the start of each academic year, which contains basic fundamentals of US Army organizations, functions, procedures, and operations. Likewise, DTAC is a major contributor to the Combat Skills Comprehensive Phase (COMPS) material designed to provide each CGSOC student a common knowledge base prior to his arrival at the College. Over 80 hours of DTAC fundamentals material formerly contained in the resident curriculum have been moved into the COMPS, thus allowing a higher student entry level and permitting more time to be expended at the application and synthesis level of learning.

3. Nonresident Course. As mentioned earlier, DTAC prepares extensive teaching materials for nonresident study programs. The material developed for use by the USAR schools and those individuals enrolled in the CGSC correspondence courses is designed to mirror the resident courses. Except for the material presented in the USAR schools, the courses are self-paced; students study, complete material, and submit their solutions on an individual basis. All material is machine-graded. To ensure a degree of

security for testing, three versions of each course and its test are developed. The following courses have been developed to support the U S Army Reserve School Program:

- M111, Division Staff Operations (23 hours).
- M112, Intelligence and Electronic Warfare Operations (18 hours).
- M113, Command and Control (26 hours).
- M114, Nuclear, Biological and Chemical Operations (20 hours).
- M310, Soviet Tactics (20 hours).
- M311, Combined Arms Fundamentals (14 hours).
- M312, Offensive Tactics (55 hours).
- M313, Defensive Tactics (55 hours).

The following subcourses are developed to support students enrolled in the individual corresponding studies program. Course content follows the resident and USAR school courses:

- SC111, Division Staff Operations (28 hours).
- SC112, Intelligence and Electronic Warfare Operations (18 hours).
- SC113, Command and Control (26 hours).
- SC114, Nuclear, Biological, Chemical Operations (23 hours).
- SC310, Soviet Tactics (20 hours).
- SC311, Combined Arms Fundamentals (42 hours).
- SC312, Offensive Tactics (52 hours).
- SC313, Defensive Tactics (55 hours).

4. The CGSC Course Individual Development Curriculum. During the second and third terms of each academic year, DTAC presents an average of 18 individual development courses (IDCs) of 30-hours each. Students selecting

the G2/G3 concentration must take a minimum of two DTAC IDC's. Additionally, every combat arms officer student must take at least one DTAC IDC. Approximately 50 percent of DTAC IDC's are identified as advanced application studies specifically oriented on the highly selective Combined Arms Operations track.

5. Staff Battle Exercises. During each academic year, students experience three staff battle exercises, designed to exercise the student staff group as a commander and his staff at various echelons and under various conditions. These exercises are conducted under the direct supervision and tutelage of the academic counselor/evaluator (ACE). DTAC develops the tactical scenario for two of these exercises (Korea and Middle East) and is the principal proponent for the 32-hour Middle East exercise. In addition, under the auspices of the JCS-sponsored Intermediate Military Education Coordinating Council (IMECC), DTAC conducts a joint Mid-East exercise which involves selected students of the Command and Staff Courses of the Army, Navy, Air Force, and Marine Corps. This joint exercise is conducted in an interactive mode using satellite video and dedicated telephone links, with the students at each College playing their respective service roles.

6. Master Tactician Program. For the past 2 years, DTAC has conducted a Master Tactician program to recognize students who exhibit an unusual degree of tactical acumen and proficiency. Nominees, after having been given a scenario, a situation, and a period of preparation time, are subjected to a rigorous oral examination by senior members of the Department of Tactics and the Department of Combat Support. Successful candidates (selection rates have been less than 20 percent) are recognized by a special

award at graduation and an appropriate entry is made on the student's Academic Evaluation Report (AER).

B. Curriculum Supporting Materials.

1. The Doctrine Committee is responsible for writing the Army's corps and division operations manuals and selected field manuals or field circulars directed by the TRADOC Commander. These doctrinal materials are the foundation for instruction presented in the classroom. The principal field manuals under development or being updated are:

- FC/FM 100-15, Corps Operations.
- FC/FM 71-100, Armored and Mechanized Division and Brigade Operations.
- FC/FM 71-101, Light Infantry Division Operations.
- FM 90-10, Military Operations on Urban Terrain.
- FM 90-11, Winter Operations.
- FM 90-13, Obstacles.
- FM 90-14, Rear Battle.
- FM 101-5, Staff Organization and Operations.
- FC 101-55, Corps and Division Command and Control.
- FM 31-70, Basic Cold Weather Operations.
- FM 90-6, Mountain Operations.
- FM 1-111, Combat Aviation Brigade.

2. The teaching committees have also developed a number of supplemental reference books or doctrinal information materials for use in the classroom or in support of the nonresident courses. These publications are:

- FC 100-9, Estimates.
- FC 100-34, Operations on the Integrated Battlefield.

- FC 101-1, Organizational and Tactical Reference Data for the Army in the Field.

- G3 Worksheets (a ready reference sheet of units/fundamentals and doctrinal considerations).

C. Instruction.

1. Method. Instruction normally takes the form of lectures, discussions, and practical exercises to reinforce the learning objectives designed for each class within a course. The department's ideal and preferred method of instruction would be at the staff group level (15 students), but because of the aforementioned shortage of instructors, classes most often proceed at the half-section (30 students) level. Several classes are presented to entire sections (60 students) because of the particular subject matter expertise of a single instructor and the fact that the class lends itself to the lecture method. On occasion, one entire student division (240 students) will receive a class at one time. This method is normally used where the department introduces a new course or is presenting a lead-in to a staff battle exercise. But in general, the team-teaching methodology previously mentioned is the rule for classes of section size and smaller.

2. Instructor Load. The amount of instruction each instructor is responsible for is extremely demanding. Because each common curriculum subject is taught four times, each instructor on a teaching team approaches 750 contact hours in Term I alone. These include hours spent in teaching academic counselor/evaluator classes, Faculty Development Courses, and PCC instruction, as well as the hours devoted to COMPS instruction and grading. Instructors have been further taxed this year because of several significant changes in the curriculum. First, the Department began the year with a

substantially new teaching faculty because of the reorganization of the College, the reassignment of former DCOM instructors to DTAC, and the realigning of teaching responsibilities within the committees. In past years, one committee was solely responsible for teaching either offensive or defensive operations at division level. Now an instructor prepares to teach both types of operations at both corps and division. The situation has been magnified for those instructors assigned to the Department from the former DCOM Staff Operations Committee, who have had to learn to teach tactics as well as staff operations.

3. Instructor Presentation. All departments probably prepare for each student year in different ways; however, there is a common thread of preparation throughout the College. Each committee normally runs author-instructor (A/I) conferences on each class within each lesson. The author of that class presents the class, as he designed it, and from the guidance he received from the committee chief. All instructors attend these conferences. The purpose of the A/I Conference is to provide all instructors an opportunity to start from a common base of understanding on the objectives of the class, the organization of the course material, and the techniques used to support learning objectives. Additionally, the conferences enable every instructor to scrutinize closely the written material and visual aids for possible error.

4. Other Courses. In addition to teaching the resident CGSOC students, the Department must respond to the requirements of the Pre-Command Course (PCC), Separate Brigade Refresher Course, Combat Division Refresher Course, Support Command Refresher Course, Combat Division Refresher Course, Support Command Refresher Course, and USAR Instructor Orientation Course. Except for the PCC sessions, most of the refresher courses occur during

Terms II and III when the concentrated schedule of Term I is over. It should be noted, however, that in addition to teaching the Term II and Term III IDC's, authors must update and rewrite their Term I lessons for the following year during the same period.

5. Academic Counselor/Evaluator (ACE) Activities. The DAO is responsible for establishing and developing the requirements of the College-wide ACE program. During 1984-85, the Department of Tactics has provided the College 22 instructors to perform ACE duties. Generally, the Department has assigned only experienced instructors to perform this duty. By Department policy, however, each instructor may perform ACE duties if required. The amount of time each ACE devotes to working with his assigned staff group varies individually. A fair estimate, however, of the time each ACE meets with each individual within the staff group is 2 hours per week. This estimate includes meeting informally with the group during breaks in instruction, counseling individuals in his office on a variety of topics, filling out ACE evaluation of student performance, and completing Academic Efficiency Reports. This 2-hour estimate does not include the scheduled formal instruction that ACE's must present during "ACE Week" and the three, 3-day College Staff Battle Exercises.

D. Other Activities. The Department, in addition to the teaching requirements listed in the above paragraphs, must respond to myriad tasks generated within and external to the College. Most of these requirements are met by the Doctrine Committee, although recently taskings have been shared with the teaching committees because of the number of commitments received. A listing of some of the areas where the Department provides support or expertise includes the following items:

- Providing doctrinal briefings worldwide to the TRADOC schools, Active and Reserve Army units and other service organizations as required.

- Preparaing and conducting doctrinal seminars and conferences as follows:

-- Chief of Staff of the Army Tactical Conferences.

-- TRADOC Commanders' Tactical Seminars.

-- Host FORSCOM Commanders' Conference.

-- Quarterly Tactics Directors' Conference.

-- G3/G2 Conferences.

-- Host Quarterly AirLand Battle Study Conferences.

- Reviewing all tactical brigade and battalion doctrinal literature prepared by the TRADOC service schools.

- Providing AirLand Battle doctrine briefings to each battalion/brigade and general officer Pre-Command Course.

- Providing the TRADOC representative for the NATO Land Forces Tactical Working Party.

- Coordinating joint service issues as required.

- Providing officers for special studies as required (Grenada Study Team).

- Developing and maintaining a TRADOC Common Tactical Scenario.

- Developing nine individual blocks of instruction for the revised Officer Advance Course (OAC).

- Providing officers to participate in Army major exercises worldwide (example: REFORGER, LOGEX, Korea).

- Providing instructors to monitor instruction at USAR schools.

- Providing subject matter experts (SMEs) to assist contractors in developing a College ADP program (COTES).

- Providing tactical direction and guidance for College Staff Battle Exercises, instruction, and publication development.

- Providing SMEs to assist other TRADOC organizations in conducting or analyzing wargaming results and doctrinal issues.

- Providing sponsors to support the College Allied Officer Sponsorship Program.

- Providing officers for "extra duties" as required (investigations, reports of surveys, inventory actions, courts martial).

E. Evaluation of Mission Accomplishment.

1. Successes. The Department of Tactics believes that within the constraints of staffing, its mission is being accomplished and accomplished well. Unavoidable personnel turnover and curriculum revision resulting from conscious reorganizational decisions over the past 2 years, have made the challenge greater, but the Department has met it successfully. Student approval of DTAC courses is high, as evidenced by regular ACCESS surveys, although DTAC courses are universally identified as among the toughest the College offers. Lessons learned in teaching the new Corps/Division Operations curricula this year will permit a general tightening and streamlining of the course next year without reducing its academic rigor. Instructor experience has grown significantly in teaching at higher levels of operations and higher planes of learning. The Department realistically expects that fine tuning of all its courses over the next 2 years will produce better qualified graduates than at any time since before World War II. Production of doctrinal literature and other curriculum-supporting materials is moving at a pace unmatched in recent years. Understanding and acceptance of the demands of the AirLand Battle doctrine on the Army as a whole grows daily, and the demand for current, complete, and correct

doctrinal literature grows in direct proportion. DTAC has a reasonable and attainable expectation of publishing between 6 and 10 high-quality doctrine volumes within the coming 18 months to satisfy that demand. Visits by DTAC instructors and doctrine authors to the Army in the field are in great demand and are indicative of the esteem in which the Department's knowledge and depth are held. These visits serve to implant the doctrine, tactics, techniques, and prodecures of warfighting in the Army-at-large, while ensuring a sense of realism and down-to-earth perspective in the faculty.

2. Limitations. The Department has not achieved its goal of guaranteeing each author and instructor all the time needed for study, research, and reflection that is essential to a truly prospering academic environment. Given current staffing and the myriad of tasks to be performed, it is unlikely that this will occur in the near term. It must be noted, however, that assignment trends for CGSC are positive and that the Department continues to move in the right direction. Office space will become a growing problem as faculty strength approaches authorizations. Nonetheless, the Department is healthy, vital, and vigorous and continues to serve the Army, the College, and the student body in excellent fashion.

IV. MISSION CONTINUITY.

The mission of the Department of Tactics is not expected to change dramatically in the future. So long as there is an Army, that Army will require doctrine to support its operations and curricula to teach the application of doctrine to its leaders. That is precisely what DTAC does. What are expected to change are the organizations, equipment, and concepts by which our Army fights. These changes will cause a continuous evolution in <u>what</u> DTAC writes and teaches. Likewise, changes in educational philosophies and technologies are expected to cause modifications in <u>how</u> we

teach. Regardless of what these changes may be, the demand for the written word and the well-trained staff officer will remain a given. The challenge to the Department will be the anticipation, management, and implementation of the modifications necessitated by change within the Army. So long as quantity and quality of staffing remains at acceptable or better levels, DTAC will be able to continue to accomplish its mission.

# CHAPTER 12

# DEPARTMENT OF COMBAT SUPPORT

## DEPARTMENT OF COMBAT SUPPORT

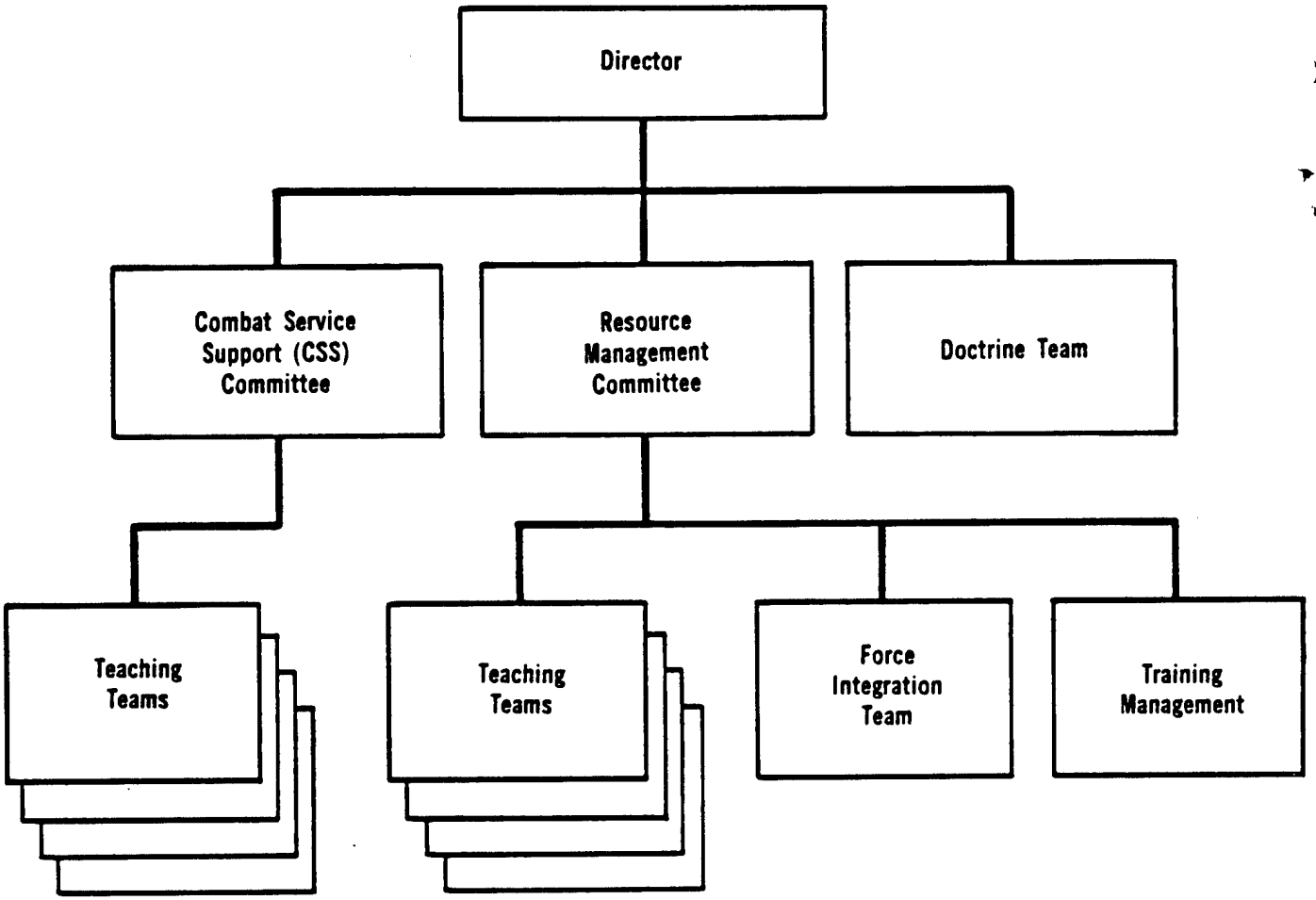



Figure 21.

# DEPARTMENT OF COMBAT SUPPORT

## I. MISSION.

A. Mission. The Department of Combat Support (DCS) plans, organizes, writes, and teaches the doctrinal principles of resource management, force integration, and combat service support (CSS) to be used by commanders and their staffs in combat operations. The department is charged with the responsibility to write and update for the field manuals and circulars that disseminate concise and practical procedures and techniques for use at all levels of command and staff.

B. General Objectives. During the 1984 College realignment, DCS expanded its capabilities to support a full spectrum of instruction in support of AirLand Battle doctrine. In addition to the traditional development and writing of combat service support, resource management doctrine, and mobilization and strategic planning, the department became the proponent for instruction in force integration and modernization as well as for individual and unit training management.

The faculty members assigned to DCS have expanded responsibilities beyond those of most civilian professors in that they coordinate and monitor associated doctrine and concepts developed by other Army doctrinal centers and schools. These additional responsibilities include reviewing and commenting on all publications that relate to or impact o combat service support, resource management, training management, mobilization, and force integration doctrine.

C. Goal. The specific focus of the department's instruction is to develop competent and confident leaders for the Army. These leaders are expected to understand and practice the principles of resource management and combat service support and to employ efficiently and effectively their

units on the modern battlefield. DCS instruction emphasizes the practical issues of resources coordination within the organization and the development of alternatives which affect performance.

1. The Resource Management Committee provides instruction that emphasizes the study of analytic techniques, supported by automation, that aid in resource planning and allocation. These techniques enable students to understand the systems used by the Army to manage money, manpower, and materiel. Additionally, this committee provides instruction on the Army Training System and its philosophy, programs, and systems. Finally, the Resource Management Committee is the proponent for force integration doctrine and training. On this subject, its members teach the integration of the latest evolvements in training, equipment, doctrine, and organization at unit level. This instruction serves as a capstone for all CGSC instruction and helps the student grasp the Army's overall operation and management.

2. The Combat Service Support (CSS) Committee provides instruction emphasizing the importance of CSS as an essential element of combat power. Students examine support doctrine, systems, organizations, and operations as found in forward Army units and back through the continental United States (CONUS) support base. Emphasis is on the operational level of war. Battlefield CSS planning in support of tactical operations demands that students' role playing as division CSS staff officers. The CSS support within the corps is studied, including the interrelationships of supply, maintenance, transportation, personnel, and health services. CSS instruction also covers significant operations at the theater Army and field Army levels. Further, the course examines issues on mobilizing Reserve Components (RC) units and the industrial base as well as on planning the

deployment of both Active and Reserve Components units to a theater of operations.

II. RESOURCES AND ORGANIZATION.

A. Organization. The Department of Combat Support is organized as shown in figure 21. During the recent reorganization of the CGSC, the department expanded to include the training management and force integration teams. These teams are organized to accept their teaching and writing responsibilities with a minimum of external faculty support and to operate under the Resource Management Committee until they become self-sufficient. Future plans call for these teams to become independent committees as resources permit.

B. Personnel Resources.

1. The department is currently organized at a required strength level adequate for its various missions. However, the assigned strength falls well below this level. This shortfall means that all DCS faculty and staff currently are doing more work--in teaching, writing, advising, and all their other duties--than is ideal. These additional assignments are performed at the cost of lost research and professional development activities which, in the long term, are necessary to assure continued faculty expertise.

2. CGSC policy is that all of the officers on the faculty be graduates of military education programs equal to that of the College. All DCS officers meet this criteria. All civilian faculty members possess, as a minimum, a graduate degree in the discipline that they teach. The two enlisted faculty members are graduates of the Sergeants Major Academy and possess at least an Associate in Arts degree. These education levels are

considered excellent, and the military personnel system is supportive in maintaining this high standard.

3. The military specialty requirements of the department by type and number are determined by an evaluation of its missions and the specific specialties that support those missions. In this area, the personnel system (both internal and external to the College) is generally but not always sufficient in filling DCS requirements. The system's shortcomings therefore require some degree of additional training and intensive study programs to prepare a few officers for some of their teaching duties. For example, a newly assigned officer who possesses the correct military specialty for a position but who has limited or outdated experience in a specific field undertakes study projects under the tutelage of more experienced instructors. The department is proud of this informal instructor preparation program and credits it with much of the success reflected by the high number of favorable student comment sheets concerning the department's new instructors.

C. Financial Resources. Financial resources for the department are allocated from training development and primary mission accounts. These accounts fund personnel, supply, travel, equipment, and ancillary support. For the current fiscal year, the department was financed for a total of $209,000. This sum represents 88.5 percent of requested funds, with 100 percent of personnel cost funded, 85 percent of travel costs funded, 0 percent of equipment costs funded, and 30 percent of supply costs funded. Unfinanced requirements totaling $34,230 also have been identified; the outlook for receiving some of these funds is improving.

D. Physical Resources. DCS occupies the south wing of the third floor of Bell Hall and one room on the second floor. It occupies 22 offices and a

centrally located administrative and executive suite. The department has no dedicated classroom or assigned conference room areas. When such external areas are required, they are provided from a College-wide, general allocation as requested. Data processing and microcomputer equipment is installed in some faculty offices and is shared by all. In general, however, office space is considered inadequate (generally with one or two faculty members per room) and restricts faculty activities. Areas to spread work, stack references, counsel students, and conduct quiet study or research are severely limited. The impact of these adversities has been minimized only through faculty cooperation. The department is in desperate need of a dedicated conference room to conduct activities described above.

E. Support Resources. Support resources for DCS have been excellent. The Combined Arms Research Library is an excellent source of material, and the staff provides quick and thorough research services. Requests for Army publications are satisfied quickly and the most remote reference can be obtained with a minimum of effort on the part of the faculty. Media Support Center (MSC) services are timely and professionally done; usually MSC technicians require only the roughest of ideas to develop quality materials that enhance instruction.

F. Administrative Support. Administrative support to the department is provided by a staff of one officer, two noncommissioned officers, one civilian editor, one civilian word processing specialist, and three civilian clerks. This staff furnishes all departmental administrative services, including records and files maintenance, typing support, personnel services support, correspondence management, publications management, editing, interdepartmental coordination, financial management, supplies, property management, and facilities maintenance. The principal mission of the

administrative support team is to minimize faculty members' time away from teaching and writing and to increase the efficiency of the department in all areas.

III. MISSION ACCOMPLISHMENT.

A. Curriculum.

1. The Department of Combat Support, organized as shown in figure 21, provides each CGSC student with 45 hours of instruction in CSS, 18 hours of mobilization and deployment planning, 71 hours of resource planning and allocation, and a 24-hour staff battle exercise. The courses are presented four times, once to each of the four student divisions, for a total of 632 platform hours each academic year. Each of the 15 resource management and 8 CSS Individual Development Courses provides the enrollees with 30 hours of seminar-style, individualized instruction in particular areas of interest.

2. DCS also supports an extensive instructional program for nonresident students. The newest offerings are the force integration (FI) courses. The FI course is taught quarterly and graduates are awarded the Force Integration Military Occupational Specialty Code 54C. This 104-hour course is currently the only academic program in the Army recognized to award this specialty code designator. The department also teaches a quarterly course in division-level force integration. This 45-hour regimen prepares division force integration staff officers for their role in implementing this important program at unit level. The department, therefore, invests 596 hours of instruction annually in these two important courses.

3. On the combat service support side, the department presents two important Reserve Refresher Courses. The DISCOM Refresher Course is offered

to Reserve Components units each year. The program of instruction is designed to acquaint officers and senior noncommissioned officers with the latest how-to-support concepts and the integration of tactical and CSS doctrine at division level. Emphasis is on identifying and satisfying the CSS needs of both heavy and light divisions. In addition, corps and theater Army CSS assets are discussed. During the last 2 days of this 5-day course, a practical exercise allows students to test their mastery of the course material.

4. The SUPCOM Refresher is a 5-day course designed for Reserve Components' corps support commands (COSCOMs) and theater Army area commands (TAACOMs). Lessons are designed to update officers and senior noncommissioned officers on the latest combat, combat support, and combat service support doctrine. The focus of the course is on corps and theater Army operations, although some instruction is provided on the CONUS wholesale system. An extensive practical exercise that involves all participants and makes maximum use of computers as problem-solving aids is the capstone of the course and allows commanders to exercise their staffs in the decision-making process.

5. The departmental philosophy on the instructor's role focuses on the welfare and learning of the student. An attitude of care and concern drives the instructors to spend long hours designing the DCS courses to best present the material in a format that is logical, current, and easily understood. The teaching teams are organized to reflect a careful mixture of instructor expertise and specialties. Furthermore, the teaching assignments in each subject are given to those instructors most skilled in that subject. During each class presentation, the principal instructor is supported by at least one other teaching team member; during the practical

exercises, the entire teaching team is present to support tne principal instructor and to provide individual assistance when necessary. Students are encouraged to seek additional help and are invited to visit DCS faculty members in their offices to discuss problems or other subjects in detail.

6. The DCS instructors realize that some of the subjects they are responsible for teaching are not universally regarded as particularly glamorous, exciting, or even inherently interesting. With this in mind, the teaching teams work hard to write and present fast-paced and interesting lectures and conferences on their subjects. The students get straightforward information packaged in easily understood and logical segments. A significant portion of the supporting material is prepared in instruction-book format and is designed to be used long after the end of the students' instruction at CGSC. Annually, much of this material is mailed out on request to graduates who use it for unit training programs and officer or NCO development courses. A central DCS objective is to turn material which historically has often been identified as dry and tedious into interesting, informative blocks of instruction that are user-oriented and practical.

B. Curriculum-Supporting Materials. To support the teaching programs, members of DCS design and write a number of doctrinal materials. The most significant of these are field circulars (FC) and programmed texts (PT). They are distributed throughout the Army and used as sources of doctrine and as tools for leader development retraining. Listed below are major supporting materials developed by the DCS staff.

1. FC 101-1, Organizational and Tactical Reference Data for the Army in the Field. This field circular makes available to the staff planner both doctrinal and organizational data. It incorporates the latest

organizational tables, charts, and descriptions. The most current information is provided; in many cases, transitional data has been presented so planners working with transitional units may make accurate planning estimates. This FC is designed to be used with Field Manuals 101-10-1 and 101-10-2. FC 101-1 reflects the latest CGSC thought and conforms with current doctrine as closely as possible.

2. FC 100-122, Computer User's Guide. This FC is issued to students attending the resident CGSO course and provides a practical means for teaching them to use computer terminals in conjunction with the Control Data Corporation (CDC) computer. The FC describes how to operate the terminal, make initial entries into the computer program, and run a program. There is a discussion of computer programs in general, the CDC computer file, and other advanced features. The text also discusses editing programs, debugging aids, and basic computer language.

3. FC 100-161, Resource Planning and Allocation. This field circular provides readings and programmed text supporting material for subcourses P212, Resource Planning and Allocation; M212, Analytic Decisionmaking and Resource Systems; and SC 212, Resource Planning and Allocation (correspondence course). The text delves into the basic concepts of management theory and then discusses, in detail, the tools of decision making. Discussion of subjects, such as decision times, decision theory, probability and statistics, linear programming, regression analysis, and network analysis, helps to prepare students for an active role in the Army's decision-making process. The text also discusses the DOD resource management and financial systems and how analytic decision making fits into the decision-making process.

4. PT 100-5, Introduction to Mobilization. This publication provides students with a basic understanding of procedures used for mobilizing the Reserve Components of the US Army. It presents the responsibilities of the Active and Reserve Components for preparing Reserve Components units and members for deployment and/or employment in their mobilization roles. The PT contains a detailed discussion of the One-Army policy and the impact of Reserve Components mobilization of the total force. Students are presented with a detailed explanation of the Army Mobilization and Operations Planning System (AMOPS) and the US Army Forces Command Mobilization and Deployment System (FORMDEPS). This PT is used for both resident and nonresident CGSO instruction.

5. PT 100-6, Introduction to Reserve Components. This PT provides information about the relationships between the Active and Reserve Components of the Army. The material covers a description of the missions and organizatins of the Army National Guard and the Army Reserve, Active Component assistance, training constraints, and activation. This PT is used for both resident and nonresident CGSO instruction..

6. PT 100-7, Self-Paced Text for TMACS and Training Costs. This text was developed to familiarize students with the procedures and data required to develop a cost estimate matrix for budget estimates and funding of a unit training program. It familiarizes them with the Hewlett-Packard calculator (HP-41CV), training cost programs, and the Training Management Control System (TMACS). It provides a single source document that reflects current doctrine and can be used by CGSC students and faculty as a reference or background text.

7. PT 100-1, Self-Paced Text for Training Management. The purpose of this PT is to familiarize students with the fundamentals of training

management. It explains training concepts and management commonly used by the Army. This abbreviated overview of the Army training management model acquaints students with basics and leads into the heart of the training management course that concentrates on the dynamics of the most effective training management models.

C. Other Activities. DCS is assigned its fair share of extra duties. The DCS officers are a unique assemblage of experts in every aspect of CSS and resource management. Officers are experts in their own specialties; moreover, they are required to study and to be prepared to teach their teaching teammates' subjects. This develops well-integrated thought processes that transcend narrow or single-sided concepts of management and support and create an officer with an objective approach to doctrinal issues. This balance and objectivity have been recognized in military circles; as a result, the officers of the department are called upon regularly to share their insights with numerous outside agencies and institutions. The following are a few of these activities:

1. General Officer Pre-Command Briefings. On an average of once a month, the CGSC is visited by command-bound general officres seeking information on the latest Army developments and innovations. The information presented during each visit is tailored specifically to the general's future command, with the focus on issues of particular interest to him. The Force Integration Team and the CSS Committee research all current issues. They call or write to the general's new command, gather statistics and data on the organization, and then assemble all of this information into a 2-hour briefing, complete with visual aids and graphics. This program not only updates the general, but also helps the faculty member(s) involved to

stay abreast of curret activities in the field and to develop a reference file on field units.

2. Briefings to Selected Department of Defense Officials. In what has turned out to be a monthly requirement, the faculty members of DCS design and develop briefings and updates for senior national defense officials and Army officers selected to attend foreign service schools. These briefings are tailored to specific subject areas chosen by the officials. They require detailed research and coordination and the preparation of a complete briefing package with narrative summaries, visual aids, and fact sheets. All these briefings require extensive coordination with activities inside and outside the Combined Arms Center (CAC). Each briefing is prebriefed to the Deputy Commandant or Commandant before being approved for release. These briefings also serve to improve the faculty members' understanding of issues from the point of view of other CAC activities and to give them a comprehensive perspective of current Army doctrine.

3. Coordinating and Hosting Senior Combat Service Support Leaders. On a regular basis, the Deputy Chief of Staff for Logistics and the commandants of the Logistics Center, the Soldier Support Center, the Academy of Health Sciences, and the Transportation School visit CAC. In addition to providing briefings, department members are called upon to escort these visiting dignitaries. The DCS escort officer is often required to arrange and coordinate informal meetings with various groups of students. These meetings must be coordinated with the Class Director and the Deputy Commandant and arranged so that they will not interfere with the teaching schedule.

4. Coordinating Visits to Army Schools. By direction of the Commandant, DCS sends officers to visit the combat service support integrating centers and branch schools to coordinate current projects, update current doctrine material, and maintain liaison. The US Army Logisitcs Center at Fort Lee is the most frequently visited integrating center. Other visits are scheduled to the Quartermaster School, Transportation School, Ordnance School, Missile and Maintenance School, Soldier Support Center, and the Academy of Health Sciences as needed. During these visits, the DCS instructors share lesson plans, instructional material, and graphics in an effort to standardize training and prevent redundancy in mutually supporting teaching programs.

5. Academic Counselor and Evaluator (ACE) Activities. This academic year, DCS provided 12 ACE's selected from a group of volunteer officers. These officers undergo a two-phase training program that introduces them to subjects ranging from group dynamics to the completion of the academic efficiency report. During the second phase of the training program, the experienced ACE's provide helpful assistance to the first-timers.

In addition to its support of the ACE program, DCS provides four special career branch representatives. These officers contact the student officers in their respective branches during school inprocessing and notify them that career advice is available to them at CGSC. These special representatives provide a link between the student officers and their Department of the Army (DA) career managers. They provide academic advice to students, including helping them select appropriate IDC's and assisting them in preparing for their next assignment. They also help coordinate the administrative

requirements associated with the cooperative (Coop) degree program. Finally, they smooth communications between the student officer and his DA assignment officer.

D. Evaluation of Mission Accomplishment.

1. The department carefully assesses input from students, faculty, and field units to help evaluate its teaching methods. Each teaching team solicits student comment sheets by emphasizing the important impact these student-generated comments have had on course composition in past years. These evaluations are reviewed by the department director and are then referred to the committee chiefs for action. Each DCS examination administered in the course is carefully evaluated in terms of the validity of the questions, the number of incorrect student answers, and the number of student inquiries for clarification. This information, along with student and faculty comment sheets, is discussed at the Post Instructional Conference (PIC).

2. The PIC is a very important step in the process of instructional evolution. Four to eight weeks after the final presentation of a block of instruction, the course author meets with the department director, teaching team chiefs, and representatives from the key CGSC administrative offices to review the course. Student and faculty comments are carefully reviewed. Test results are evaluated in detail to determine whether the students are achieving the stated learning objectives. The department director and the faculty members focus their attention squarely on the issues of new doctrine and combined arms integration. They work to answer the question, "Does the course teach the latest doctrine and does it dovetail correctly with the material presented in other courses?" After all

adjustments are made and these questions have been answered, the author is tasked to rework the course for the next academic year.

3. Once developed, the courses are reviewed by related schools and agencies outside the Combined Arms Center. The material is scrutinized by these activities, and inconsistencies are resolved before publication begins. Often this sharing of ideas contributes to interschool standardization, but, more importantly, it has also been credited with developing a continuity of thought that links instruction between the various levels of the military education system.

4. The department measures its success at three levels: resident student acceptance, nonresident responses, and Army agency adoption of material. Faculty visits to Active and Reserve Components schools, for example, are an excellent source of criticism on the quality of doctrine and the instruments used to teach. Field trips to Active Army units engaged in the application of the latest doctrine invariably generate after-action reports brimming with new ideas and new questions. This information is evaluated by the faculty and the doctrine writers, and adjustments are made to keep instruction current.

5. Many goals have not yet been achieved. For example, the department goal to provide each instructor with a quiet, well-lit, efficient work area is far from completed. Limits in the building configuration prevent each work area from having adequate electrical outlets, exterior ventilation, state-of-the-art communications, and flexible office arrangements. Crowded conditions sometimes force instructors to go to the library to work in uninterrupted silence. When they are away, of course, they are unavailable for student visits and faculty coordination.

6. Current personnel shortages have reduced the number of man-hours available for historical research, travel, and future planning. As a result, most of the current material is oriented to contemporary issues and does not always anticipate Army change. Some of the material lacks a basis in deep historical research necessary to help students and faculty develop concepts or principles that could aid in forecasting. Because of this problem, the instructional material becomes more perishable ad requires more frequent patching to keep it current. In turn, this defect causes the courses to lose some of their continuity.

7. Predictably, the most frequent casualty of this man-hour shortage is class preparation time. As personnel shortages continue, more and more of the department faculty report that they are reducing their rehearsal time. Although the level of instruction remains high, the trend toward less class preparation could develop into a serious problem if it continues.

8. To ease the aforementioned problems, the department is working to increase manning levels and improve the accuracy of officer assignments. Additional office equipment is being scheduled for procurement to make the offices more efficient and extend the capabilities of the administrative staff. Staff actions not directly related to the department's teaching responsibilities are being rerouted. More effective methods of internal communication are being tested to help the instructors review current literature and other information more efficiently. All of these efforts are geared toward reducing those hours an instructor spends on projects not related to his primary duties of writing and teaching doctrine.

# CHAPTER 13

# DEPARTMENT OF JOINT AND COMBINED OPERATIONS

## DEPARTMENT OF JOINT AND COMBINED OPERATIONS

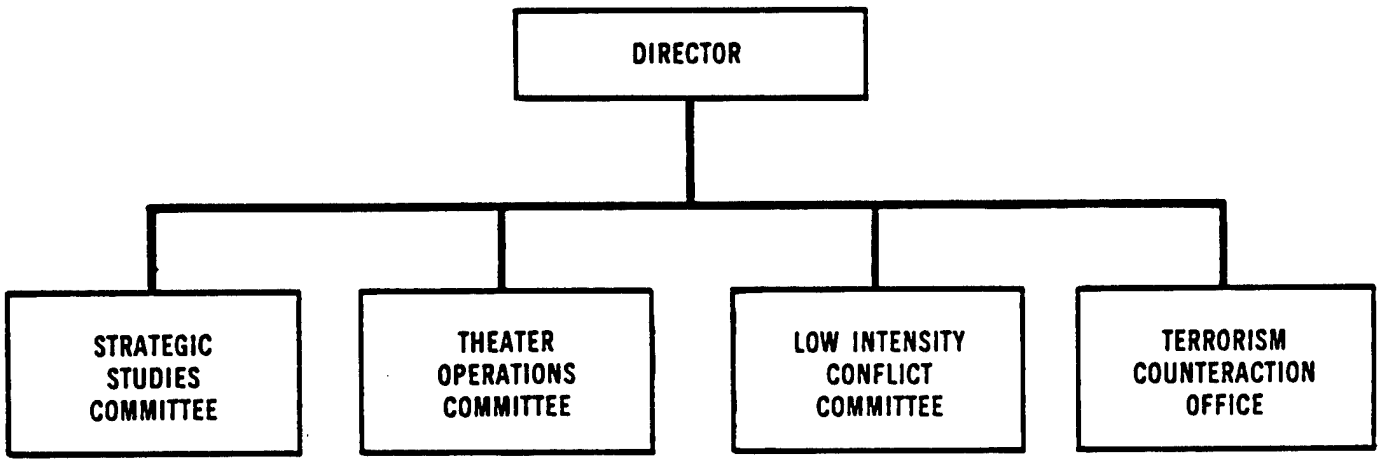



Figure 22.

## DEPARTMENT OF JOINT AND COMBINED OPERATIONS

I. MISSION.

A. Mission. The Department of Joint and Combined Operations (DJCO) organizes, plans, develops, writes, and instructs doctrinal aspects of the strategic and operational levels of warfare. Responsibilities pertain to theater and combined operations at the strategic and theater operational level across the entire conflict spectrum from low- to high-intensity conflict. Instruction focuses on global and regional assessments, development of a military regional analysis, and theater military planning in both a deliberate and crisis-action environment. Low-intensity conflict is addressed throughout, emphasizing counterinsurgency, security assistance, terrorism counteraction, peacekeeping, and special operations.

B. Functions.

1. DJCO serves as the principal advisor to the Commandant and Deputy Commandant and as the point of contact for members of the faculty and student body on all matters relating to the principles of theater and combined operations, to include joint operations, terrorism counteraction, low-intensity conflict, and strategy development and analysis.

2. The Department designs, develops, coordinates, implements, maintains and modifies instruction on the strategic and theater operational levels of warfare across the entire spectrum of conflict. Priority efforts in this area are to provide instruction on--

a. The complex relationship between national interests, defense policy formulation, and a dynamic, interdependent international environment.

b. The planning, deployment, and sustainment for US joint forces and combined forces in mature and emerging theaters to include both deliberate and time-sensitive environments.

c. All aspects of low-intensity conflict, including counterinsurgency, terrorism counteraction, peacekeeping, and special operations.

3. DJCO also serves as the TRADOC functional proponent and CGSC focal point for doctrinal development in the following areas:

a. Theater operations.

b. Joint airlift operations.

c. Amphibious operations.

d. Low-intensity conflict.

e. Terrorism counteraction.

4. Other functions performed by DJCO include:

a. Provides the CGSC Foreign Area Officer (FAO) program coordinator.

b. Coordinates and establishes curriculum requirements for the Senior Staff Planner (SSP) program.

c. Serves as the CGSC proponent for the Strategist (6Z) and Joint Planner (3H) ASI programs.

d. Provides CGSC instructional and curriculum liaison to other US Army Active duty and Reserve Component schools. Priority efforts in this area are:

(1) Extension and nonresident CGSC courses of instruction.

(2) TRADOC service schools.

5. As the TRADOC proponent for low-intensity conflict (LIC), DJCO--

a. Coordinates development of doctrine for all categories of LIC.

b. Integrates LIC doctrine through the Army.

c. Monitors development of LIC training for the Army.

d. Operates LICNET, a computer based teleconferencing network on the Army FORUM system, dedicated to the development of LIC doctrine and training.

6. As TRADOC proponent for Terrorism Counteraction (TC), DJCO--

a. Coordinates development of TC doctrine and training, including resource allocations.

b. Coordinates integration of TC instruction at all levels.

c. Chairs the TRADOC Terrorism Counteraction Committee.

d. Chairs the terrorism counteraction Steering Group, Interservice Training Review Organization.

e. Serves on the Department of the Army antiterrorism Task Force.

f. Serves as TRADOC advisor to the US Army Deputy Chief of Staff, Operations, on Terrorism Functional Area Assessment (FAA) issues.

7. DJCO acts as the focal point for integrating allied officers (Liaison Officers and Students) into CGSC instruction. In this capacity, DJCO sponsors the Allied Liaison Officers socially and as Associate Instructors.

8. DJCO coordinates and conducts the African Staff Battle exercises and supports all other collegewide staff battle exercises. Priority efforts in this area are:

a. Regional assessments that identify and evaluate US regional interests, regional problems and threats to those interests, and military planning considerations.

b. Execution of both deliberate and crisis action planning.

c. Development of instructional aids for staff battle exercise leaders.

9. DJCO contributes to the JCS directed Joint Planning Process (JPP) by serving as the CGSC focal point for:

a. Instruction of the Joint Operations Planning System (JOPS) for both the deliberate and crisis environments.

b. Adaptation of the Automatic Data Processing Support associated with JOPS for use in the CGSC curriculum.

c. Participation in the Joint Exercise Program conducted by the US Joint Chiefs of Staff and unified commands.

d. Representation to the Joint Chiefs of Staff's Joint Operations Planning and Execution System Conference (JOPES); the US Readiness Command Joint Air Movement Board (JAMB); and Joint Tactics, Techniques, Procedures Review Group; and to the TRADOC Airborne/Air Movement Committee.

10. DJCO schedules and conducts curriculum enrichment seminars which provide supplemental analysis of regions examined by the common curriculum.

11. DJCO reviews and comments on US Army publications which deal with defense policy, national strategy, the international environment, low-intensity conflict, joint planning and operations, terrorism counteraction, and related subjects.

12. DJCO serves as adjunct member of the Military Review editorial board by reviewing articles submitted for publication which fall within DJCO areas of expertise.

13. DJCO provides guest speakers to local community organizations on topics related to national defense and international relations.

14. DJCO provides instruction and assistance to various military reserve units as required.

15. DJCO advises the Combined Arms Research Library and CGSC Bookstore on the acquisition of books, journals, magazines, newspapers, data banks, and other academic materials.

16. DJCO manages and operates the low-intensity conflict net on the Army's FORUM teleconferencing system for functional exchange of doctrinal data.

17. DJCO develops and provides subject manner expertise for a low-intensity conflict simulation. This simulation is the CGSC pilot project for bringing interactive video disk technology to the classroom.

C. Evaluation of Mission. All members of DJCO understand and agree with the stated DJCO mission. The mission statements and listed functions are an accurate portrayal of the real workload of DJCO. It will be shown in later portions of this document that this mission is accomplished within resource shortfalls. It must be pointed out that the DJCO workload includes requirements not listed here that are not part of the mission and function.

II. RESOURCES AND ORGANIZATION.

A. Human Resources and Organizations.

1. Resources. DJCO is authorized 52 military and civilian personnel (currently assigned 41) to provide policy and doctrinal guidance; develop and teach courses; write doctrinal literature; advise, counsel, and

evaluate students; conduct research in academic disciplines; and provide administrative support.

2. Organization and Planning. The Department of Joint and Combined Operations is organized under the office of the Director with three teaching committees and one proponent/teaching office. The department has a variety of human, financial, and physical resources at its disposal to accomplish its mission.

a. Directors's Office. The Director's Office, which establishes departmental policy, provides doctrinal guidance and supervision, allocates resources, and provides administrative support for the Department committees, is authorized a colonel as Director and a lieutenant colonel as Deputy Director. Both positions are currently filled by qualified Army officers. In addition, the Director's office is authorized two Army noncommissioned officers (E-8 and E-7) and six civilians (one GS-9, four GS-4's, and one GS-3); two Army noncommissioned officers and six civilians are currently assigned to the Director's office.

b. Teaching Committees.

(1) The Strategic Studies Committee is authorized nine Army officers (lieutenant colonels and majors) and two civilians (GS-12); seven Army officers and two civilians currently are assigned to the committee.

(2) The Theater Operations and Planning Committee is authorized ten US Army officers (lieutenant colonels and majors) and one civilian (GS-12); six US officers, and one Australian officer (exchange instructor) currently are assigned to the committee.

c. The Terrorism Counteraction Office is authorized two Army officers (lieutenant colonel or major) and one civilian (GS-12); two Army officers and one civilian are currently assigned to the office.

3. Evaluation and Human Resources and Organization.

a. The teaching goal of DJCO is to promote the intellectual development and analytical capabilities of the individual student. This goal cannot be achieved without a faculty that is both skilled and confident enough to promote and direct students' independent thought and research. For this reason, considerable emphasis is placed on recruitment and selection of faculty members.

b. The Army officers assigned to DJCO are carefully screened before their assignments are approved by the Deputy Commandant of the College and the Department Director. Selection is based on departmental requirements and each individual's education and previous assignments. Approximately five of six officers screened are refused. Civilian members of the teaching committees are screened and selected through a rigorous national search. Civilians are selected based upon education, teaching and research experience, and personal interviews.

c. Individual faculty members are not assigned duties as instructors until they pass through a rigorous training process. All must attend a 60-hour faculty development course, administered by the Department of Academic Operations (DAO) before they are allowed to teach at the College. In addition, DJCO requires that each individual, before he may teach, observe at least one iteration of the courses he will teach and rehearse his presentations for the Director and members of the appropriate committee. Constructive questioning, criticism, and advice is encouraged and required during all rehearsals. These sessions have been universally

accepted by the faculty as very positive factors in both curriculum and faculty development. Instructors normally are not assigned course author responsibilities until they have a minimum of one year's experience in DJCO.

d. Instruction and methodology are assessed by student performance on both subjective and objective examinations, by periodic surveys of the College alumni and recipient military organizations, by formal reviews conducted by the Office of Curriculum Assistance (OCA), by evaluation of discretionary student comment sheets, and by critical faculty self-analysis conducted after each iteration of each subcourse. Each assessment is carefully considered and, where appropriate, utilized in curriculum and methodology, updates, and reforms.

e. All but two members of the DJCO faculty (instructors) possess advanced degrees: 28 have M.A.'s and 3 have Ph.D.'s. Capitalizing on each individual's academic education and military experience, faculty members attend, primarily through the auspices of the Unit Training Directorate, a variety of functional courses, conferences, and symposia to enhance their professional development.

f. Morale among members of the DJCO faculty is high. This positive attitude is largely the result of faculty commitment to clearly expressed departmental teaching goals and the professionally rewarding environment provided by stimulating and demanding student-faculty interaction.

g. Current staffing is minimally sufficient to support the desired student-faculty ratio of 16 to 1. For this reason, some DJCO instruction continues to be conducted at a 60 to 1 ratio. Nonetheless, DJCO continues to move actively toward the much preferred seminar group method of instruction. In 1984-85, for example, the majority of instruction is being

conducted in the seminar configuration, as opposed to 1980-81 when most instruction was in the lecture configuration. At times, the seminar method of instruction requires the use of faculty not only from more than one teaching committee but also from other departments, and demands the use of classroom space outside Bell Hall. Attaining 100 percent staffing of the teaching committees will obviate many of these problems and will allow the Department to move to seminar group configuration for all appropriate instruction.

h. Faculty members continue their professional development after assignment to DJCO. Most instructors belong to professional organizations, such as the American Political Science Association, the International Studies Association, the Southern Center for International Studies, and the Society for the Advancement of International Studies.

(1) Faculty members attend and participate in professional conferences and seminars both in the United States and internationally. In recent months DJCO faculty members have participated professionally in panel discussions and/or presented papers to the US Central Intelligence Agency, the American Political Science Association, the International Affairs Symposium of the John F. Kennedy Special Warfare Center, the Student Conference on US Affairs at the US Military Academy, the Africa Studies Association Annual Meeting, the National Foreign Affairs Conference at the US Naval Academy, the Mid-Western Association of Asian Scholars, the Pacific Army Management Seminar, the Omaha Council on Foreign Relations, the Royal Asiatic Society, the Association of Asian Scholars, and the European Studies Conference.

(2) Members of DJCO routinely participate in a variety of military activities that support the CGSC mission and their professional

development. In addition to participating in JCS-directed joint exercises and frequent visits to Unified/Specified Commands, faculty attend such gatherings as the NATO Symposium sponsored by the National Defense University, the Joint Operations Planning and Execution System Conference sponsored by the Joint Chiefs of Staff, and the US-Asia Security Conference sponsored by the Department of State. Because of their expertise, individual instructors serve on a variety of military-sponsored boards, committees, and conferences to include the TRADOC Airborne/Air Movements Committee; the US Readiness Command (REDCOM) Joint Tactics, Techniques, Procedures Review Group; and the REDCOM Joint Air Movements Board. Finally, various instructor subject matter experts are invited routinely to present guest lectures and to participate in symposia.

B. Financial Resources.

1. General. The budget for DJCO during 1984-85 is $161,100. It is allocated in accordance with the Department's major academic responsibilities.

2. Allocations.

a. Sixteen thousand dollars ($16,000) is honoraria allocated for DJCO guest speakers from universities, government, research corporations, and other substantive fields important to the Department's courses and programs.

b. Seven thousand dollars ($7,000) is designated for faculty attendance and participation in professional conferences. These conferences are hosted by major universities, government agencies, professional associations, or policy centers in the United States and, at times, overseas.

c. Six thousand dollars ($6,000) is honoraria appropriated for CGSC-wide enrichment guest lecturers. These lecturers usually are

nationally known scholars and provide the College with an invaluable source of new ideas and professional challenges.

d. Eleven hundred dollars ($1,100) is spent on memberships in various academic and professional associations.

e. Sixty-six thousand dollars ($66,000) is authorized for travel of both faculty and guest speakers/lecturers.

3. Evaluation of Financial Resources.

a. The Department's budget is sufficient to achieve its mission. A major advantage of the budget process is the Director's ability to shift funds from one area to another as departmental needs require. This flexibility has enabled DJCO to increase guest speakers and professional travel.

b. With the monies provided, the Department has been able to increase the professional development of its instructors, furnish theater specific orientation update for new instructors, perform research necessary to support both emerging doctrine and enhanced instruction, and provide administrative support. Not included in the figures above are many benefits for which the department does not pay. These include, for example, significant additional professional training and travel accomplished with JCS funds in support of JCS-sponsored exercises to obtain regional and command updates. Also, other training funds are available for Army schools and functional courses.

C. Physical Resources.

1. General. Generally, sufficient resources are available to support the accomplishment of DJCO's mission and functions. Classrooms are centrally located, easily accessible, well-equipped, and superbly supported by Classroom Services. Computer services are available throughout the

College for both faculty and student use. Computer services include access to several information networks that are frequently utilized to support the DJCO teaching and research mission. The Combined Arms Center Library (CARL) provides excellent support for DJCO. Required books, newspapers, journals, and research assistance are available in a timely manner and in an appropriate environment. The College's Media Support Center provides the requisite audiovisual aids to enhance instruction.

2. Evaluation of Physical Resources.

a. Sufficient individual classrooms suitable for teaching in the desired 16-person seminar configuration are usually available, although at times not at Bell Hall. Frequently, classes are held in other locations throughout Fort Leavenworth. There, supporting facilities are marginally adequate because of a lack of people and equipment. The impact of this situation should be reduced with the completion of the Bell Hall addition.

b. All members of the faculty have offices shared with at least one other person. When the Department reaches its full complement of authorized personnel, office space will become even more overtaxed, making it difficult for faculty members to counsel and advise students, and inhibiting faculty research and writing.

c. The location, scarcity, and constraints placed on word processing equipment have at times adversely affected the faculty's ability to research and formulate teaching materials and doctrinal literature.

d. The current Media Support project to create and properly catalog a central respository of such media as 35mm slides for instructional use will be extremely beneficial.

III. MISSION ACCOMPLISHMENT.

A. Curriculum.

1. General. The Department of Joint and Combined Operations develops and presents three courses within the CGSC common curriculum: Course 5, Strategic Studies (49 hours); Course 7, Theater Operations and Planning (83 hours); and Course 8, Low-Intensity Conflict, which includes Terrorism Counteraction (32 hours). In addition to these common curriculum courses are common curriculum subcourses and individual development courses (IDC's) taught by each teaching committee. DJCO also administers the Army Strategist and Joint Planner Additional Skill Indicator (ASI) programs and the Senior Staff Planner area of concentration.

2. Curriculum Courses.

a. Course 5. Strategic Studies.

(1) The Strategic Studies Committee teaches a common curriculum course designed to increase students' abilities to formulate military policy options in an increasingly interdependent and complex world. The major focus of this course is its emphasis on problem solving by analyzing actors, objectives, and abilities, in an attempt to formulate realistic recommendations for maximizing US interests. A 19-hour subcourse teaches students the relationship between national purpose, political goals, military objectives, and the elements of power. Once this relationship is explained, students use a strategic analysis model to formulate and evaluate policy options in regard to problems in Europe. A second subcourse (18 hours) analyzes the communist powers in Northeast Asia on the basis of the elements of power. Students then discuss the developing relations between these countries and, based on projected political guidance, develop military options for responding to a crisis in the Yellow Sea area. A final (12 hours) subcourse looks at the Middle East and Africa in terms of strategic planning considerations. Emphasis is placed on understanding US interests

in the region, regional problems, and threats to US interests. During this subcourse Allied students from the region give briefings on their views of the reason for conflict in the area and the major problems inherent in the region. Common curriculum instruction on Northeast Asia and the Middle East is followed by College-wide exercises that are centered in the region studied in Course 5 instruction.

(2) The 11 Individual Development Courses offered by the Strategic Studies Committee are designed to enhance the common curriculum by focusing on either specific countries and regions or national policy formulation. These IDC's are major requirements in the US Army Strategist (ASI 6Z) program and the Senior Staff Planner area of concentration.

b. Course 7. Theater Operations and Planning.

(1) The Theater Operations and Planning Committee teaches a common curriculum course that provides instruction in the evolution and current status of joint forces and operations and introduces the principles of combined operations. A 4-hour subcourse evaluates the organization, operational and functional responsibilities, and command relationship doctrine of the US Armed Forces. A 28-hour subcourse examines the principles and concepts of theater operations, with primary emphasis on forward-deployed forces. A 9-hour subcourse focuses on the theater-level planning considerations for employment of Air Force, Navy, and Marine Corps forces, highlighting the capabilities and limitations of these service elements in support of Army operations to the overall campaign. Finally, an 18-hour subcourse presents joint planning and operations from the perspective of both the unified command commander and the Army Component commander. In this subcourse the students apply the Joint Operation Planning Systems (JOPS) to develop mission tasks, joint courses of action,

and contingency plans, and they adapt this plan for deployment of forces through the use of crisis action procedures. The common curriculum course culminates with a 24-hour College-wide contingency planning exercise designed to demonstrate the achieved depth of student knowledge by the integration of materials taught in the Department of Joint and Combined Operations with all other common curriculum subjects and many IDC's.

(2) The eight Individual Development Courses offered by the Theater Operations and Planning Committee are designed to enhance the common curriculum and are divided into three categories. The first deals with regional analysis by examining the regional political and military strategy, organization decision making, and contemporary issues. The second category focuses on joint operations planning considerations and procedures used by the US military services within the joint deployment community for both deliberate and crisis planning. The third category allows students to do in-depth research into the historical and doctrinal basis for large unit (echelons above corps) operations. Several of these IDC courses are major requirements in the Joint Planner (ASI 3H) program and the Senior Staff Planner area of concentration.

c. Course 8. Low-Intensity Conflict.

(1) The Low-Intensity Conflict Committee teaches a 32-hour common curriculum course that deals with all aspects of low-intensity conflict, including counterinsurgency, terrorism counteraction, peacekeeping, and special operations. The focus of the course is on insurgency in the developing areas of the world, the societal factors that condition political actions of these nations, and US interests. Initial lessons identify the fundamental principles of low-intensity conflict, including the reasons for violence, an assessment of

insurgencies, and the government response to insurgency. Historical case studies are analyzed. Subsequent instruction focuses on the role of US Forces in LIC, security assistance, terrorism counteraction, and peacekeeping operations. A Latin American area assessment and practical exercise cause the students to analyze the threat and apply the fundamentals taught in course curriculum instruction.

(2) Eight individual development courses are offered by the Low-Intensity Conflict Committee and Terrorism Counteraction Office. The insurgency/counterinsurgency IDC's require the student to examine in depth the range of low-intensity operations and the risk-versus-probability of US force involvement in such an environment, the nature of insurgency, appropriate government response, and the US role. The terrorism counteraction courses study both counterterrorism and antiterrorism. Additional courses provide the opportunity for in-depth research and an examination of such special topics as "Computers in Terrorism Counteraction."

3. Special Programs.

a. General. In addition to the common curriculum and IDC's, DJCO is responsible for a number of special programs and functional courses that support the overall College mission.

b. The Army Strategist Program (ASI 6Z): This program is designed to provide the Army with an adequate number of senior officers qualified by experience, education, and aptitude for assignment to key strategic planning and operations positions on Army, joint, and combined staffs, and at other agencies and activities as appropriate. Since 1975, DJCO has assisted in the strategist selection and training process by providing education in strategic studies to CGSC students and by nominating

284 students and 49 faculty members who have successfully completed the DJCO strategist education requirements. To date, all nominees have been awarded the Strategist Additional Skill Indicator.

c. Joint Planner Program (ASI 3H): This program is designed to provide the Army with officers qualified to prepare joint operation plans as described in the Joint Operation Planning System (JOPS). This process includes acquiring familiarity with the capabilities and limitations of the Air Force, Navy, and Marine Corps in the conduct of joint operations. Since 1983, DJCO has assisted in the joint planner selection and training process by providing education in joint planning to CGSC students and by nominating 22 students who have successfully completed the DJCO Joint Planner education requirements. To date, all nominees have been awarded the Joint Planner Additional Skill Indicator.

d. Senior Staff Planner Area of Concentration: The Senior Staff Planner (SSP) is an individual development opportunity concentration that allows the student to increase his competence at the operational and strategic levels. DJCO is the proponent for the SSP program. Officers who successfully complete the program are competent as joint and combined arms planners, low-intensity conflict planners, or strategic and operational planners. The SSP area of academic concentration was begun in 1983/84. Since then, 141 students have completed the program. Assessments of their skills from the field are limited at this time, although initial comments are positive. Further evaluation and required change will occur as more data becomes available.

e. School for Professional Development (SPD): DJCO has primary responsibility for the Terrorism Counteraction Instruction, and the Low-Intensity Conflict functional courses. The department also provides

instructional support for the Pre-Command, Separate Brigade Refresher, and Reserve Instructor Training functional courses.

f. Master of Military Art and Science Degree Program: All faculty members in the Department are available to advise, guide, and otherwise participate in the Master of Military Art and Science Degree program. On the average, the Department provides faculty evaluation for 20 to 30 MMAS research projects per year.

B. Development of Materials.

1. General. Extensive faculty research is required for the publication of all course syllabi and supporting material, doctrinal publications, and professional articles and papers. This research is considered vital to the professional development of the faculty and to the quality of DJCO instruction. For this reason, much emphasis is placed on the selection of course authors.

2. Publishing.

a. The author of each DJCO course, both common curriculum and IDC, is responsible for preparing the course syllabus. This syllabus contains course objectives, student lesson assignments, course evaluation means, and selected readings to support course objectives. In all instances, faculty research in support of course objectives is conducted prior to the preparation of the syllabus. All courses are updated and rewritten each year because of evolving doctrine and changing information.

b. A Field Circular (FC) is published by the faculty in support of most DJCO subcourses. In some cases one FC may support more than one subcourse. Each FC is a collection of current journal articles and faculty research related to the subject matter under study. Field Circulars

are distributed to each student for retention and currently include: FC 100-36, Europe: Issues and Problems; FC 100-135, Africa: Issues and Problems; FC 100-133, The Middle East: Issues and Problems; FC 101-32, Theater Operations; FC 100-39, Low-Intensity Conflict; FC 20-11, Latin America: Issues and Interests; and FC 100-37, Terrorism Counteraction.

c. Members of the DJCO faculty also prepare lesson plans and write practical exercises to support department instruction. DJCO publishes all such material, including the Battle Staff Leader's Guide for the African exercise, and provides supporting input for all other staff battle exercise publications.

3. Doctrinal Publications. DJCO also acts as the proponent and coordination authority for several Army doctrinal field manuals (FM's). The Department is the proponent for: FM 100-16, Support Operations: Echelons Above Corps; FM 100-27, USAF/USA Doctrine for Joint Airborne and Tactical Airlift Operations; FM 100-43, The Landing Force; and FC 100-37 Terrorism Counteraction. FM's for which DJCO has major review responsibilities are FM 100-5, Operations, and FM 100-20, Low-Intensity Conflict.

4. Professional Articles and Papers. DJCO faculty members actively participate in professional publication efforts outside CGSC. Current faculty members have published and presented over 15 articles and papers while assigned to the College, and over 50 articles and books prior to assuming duties at the College. Professional response to these articles and papers indicate a high level of acceptance for faculty research and publication. Because of the professional reputation of the faculty, they often serve as sponsor/advisors for student publications.

C. Instructional Methods.

1. General. Teaching in the Department is conducted by the faculty within its separate committees. The common curriculum courses are presented in a variety of formats: lectures, instructor-led discussions, or staff-group interaction with an instructor acting as facilitator of student-led discussions. The IDC's usually employ, depending on faculty-student ratios (1:15, 1:30, or 1:60), the seminar, lecture, practical exercise, or the case study approach.

2. Philosophy. The College and the Department approach instruction as any graduate school would in that the relationship between faculty and students is one of shared learning. The literature (whether technical or nontechnical) is to be mastered by qualified faculty and the students exposed to it. There is a strong emphasis on reducing faculty-student ratios. Wherever possible, instruction is conducted at a ratio of 1:15 in the staff-group seminar configuration.

D. Advising Counseling.

1. Academic Counselor and Evaluator (ACE) Program. Nine members of the DJCO faculty currently participate in the College Academic Counselor and Evaluator (ACE) program. Each ACE attends the College's training prior to assuming his counselor/evaluator duties. Departmental ACE training emphasizes the role of the ACE in overall academic guidance to the students, identification of individual basic academic deficiencies, and, where necessary, appropriate remedial training. Experienced ACE's conduct departmental seminars to assist the new ACE in his tasks. The two academic areas given the most attention by ACEs are writing and analytical skills.

2. Faculty Counseling. DJCO also places a tremendous amount of emphasis on the need for faculty advice and counsel to individual students after completion of their examinations. This counsel emphasizes the use of

the examination as a tool of the learning process. Suggested solutions to primarily subjective examinations are given to students and used by the faculty to point out substantive writing and analytical strengths and weaknesses of the individual students. This counseling process is normally conducted in faculty offices.

3. Professional Counseling. In addition to advice given under the ACE program and courses-related faculty counseling, students also are advised and counseled on longer-term career issues by the DJCO faculty. In most instances, this counsel is to respond to student requests for assistance in making career decisions that will allow them to utilize the professional skills and confidence acquired at CGSC. Faculty advice emphasizes the professional development and satisfaction of the individual officer, consistent with the needs of the Army.

E. Subject Matter Expertise (SME) Activity.

1. General. The Department of Joint and Combined Operations has a diverse faculty with widely recognized credentials and expertise. Many members coordinate with other government agencies, including the Department of Defense, the intelligence community, and the Departments of Justice and Treasury. Also, civilian and military faculty present papers at various regional and national conferences hosted by universities or professional associations.

2. LIC Proponency. The Low-Intensity Conflict Committee within DJCO is the US Army Training and Doctrine Command's (TRADOC) executive agent for low-intensity conflict doctrine and training. It functions as the proponent and coordinator for development of doctrine and training programs in all areas of low intensity-conflict--security assistance counterinsurgency terrorism counteraction, peacekeeping, and special

operations. This newly created proponency for low-intensity conflict provides a single point of contact for developing and disseminating LIC doctrine.

3. Terrorism Counteraction Proponency. The Terrorism Counteraction Office (TCO) is the US Army Training and Doctrine Command's (TRADOC) Executive Agent for Terrorism Counteraction (TC) doctrine and training. It functions as the proponent and coordinator of all TC concepts, doctrine, training, and material. As the single agency within the US Army to collect, evaluate, and develop concepts, and training programs to meet the identified training needs for TC, the TCO provides the TRADOC community with direct support and consultation on all areas related to TC.

4. Foreign Area Specialty Coordinator. The CGSC Foreign Area Officer (FAO) is the coordinator for 52 CGSC FAO students. He maintains and provides a reading file that keeps FAO students informed on matters that are important to them professionally and personally. The coordinator also performs liaison between the Army Military Personnel Center, the Army Deputy Chief of Staff for Operations, and the FAO students and faculty assigned to CGSC. Feedback from all users of this activity believe that it is positive and well managed and that it should be continued.

5. Participation with Civilian Institutions of Higher Education. Members of the DJCO faculty sometime teach additional courses at local colleges and universities, and most have taught non-military subjects at civilian schools before coming to CGSC. At least three members of the faculty have held tenured academic positions at nationally recognized universities, while approximately 20 others have held adjunct positions at similar institutions. The Department supports and encourages this outside

academic activity as a positive contribution to the professional development of the faculty.

F. Evaluation of Mission Accomplishment.

1. Instructional mission, development of materials, and instructional methods.

a. Student Perception: DJCO instructional missions and methods are extremely well received by students. Discretionary student comments (oral and written) consistently praise the quality of curriculum and instruction on both substance and methodology. DAO student survey results reflect much the same attitude. Students enjoy and learn from instruction they believe is well-prepared and presented. Indications are that students would like to see DJCO's portion of the CGSC curriculum expanded.

b. Command Perceptions. Surveys conducted of joint and combined military headquarters that have received recent CGSC graduates indicate a high degree of satisfaction with the absence of "command-specific" instructions in the CGSC curriculum.

c. Instructional Materials Acceptance. The research and resultant publication materials of the DJCO faculty are well-received both within and outside the Army. Student comments indicate a high level of satisfaction with course objectives, lesson plans, exercises, and reading materials used to support them. Academic institutions outside the military have borrowed and successfully used DJCO concepts and materials in their classrooms. Members of the faculty actively seek course authorships because of the professional challenge and the reward associated with the job.

2. Advising/Counseling Effort.

a. Student feedback and progress during the academic year is positive and reflects favorably on DJCO advice and counsel. Most students believe that course examinations and follow-up counseling from the faculty accurately measure their academic progress and promote further intellectual development.

b. Post-graduate surveys also provide positive student endorsement of DJCO faculty advice and counsel. Students surveyed believe that DJCO faculty advice and counsel have contributed soundly to their professional competence and advancement.

3. Subject Matter Expertise.

a. General. Members of DJCO routinely participate in a variety of activities which support the CGSC mission. In addition to participation in JCS-directed joint exercises and frequent visits to Unified/Specified Commands, faculty attend such gatherings as the NATO Symposium sponsored by the National Defense University and the Joint Operations Planning and Execution System Conferences sponsored by the Department of State. Because of their expertise, individual instructors serve on a variety of military-sponsored boards, committees, and conferences including the TRADOC Airborne/Air Movements Committee; the US Readiness Command (REDCOM) Joint Tactics, Techniques, and Procedures Review Group; and the REDCOM Joint Air Movements Board. Finally, various instructor subject matter experts are invited routinely to present guest lectures and to participate in symposia.

b. Terrorism Counteraction. The TCO has become a recognized and respected source of information on TC by organizations within the Army as well as by the other services and civilian agencies. This is attested to by numerous inquiries and requests from various military and civilian

agencies for speakers and lecturers on TC-related subject matter. The TCO currently is represented on the US Army contract management team that supervises the ongoing Georgetown University Center for Strategic and International Studies' inquiry into state-sponsored terrorism.

IV. MISSION CONTINUITY.

A. General. The mission of the Department of Joint and Combined Operations is to present instruction and to develop doctrine pertaining to joint and combined planning and operations across the entire spectrum of conflict. The US Military services, as well as those of many Allies, are increasingly aware that all future American military operations will be conducted in a joint environment and that most will be combined operations. Terrorism and efforts to counter it permeate the news media, and low-intensity conflicts can be found throughout every geographic region of the world. The prognosis for the immediate future shows a continuing need for study, resulting in evolving doctrine and increased education in all areas taught by DJCO.

B. Future Trends. The Department of Joint and Combined Operations looks forward to new tasks and new missions. Consequently, several changes are now underway which will assist DJCO in meeting its responsibilities for the future.

1. The first of these involves instruction. The committees will add new courses and will update their common curricula to reflect technological advances, especially in the area of automatic data processing applications. Part of these advances involve computer simulations and information storage processing. Computer modeling and simulation will provide direct means for teaching problem-solving skills. DJCO looks forward to obtaining and utilizing a new automatic data processing system

developed by the Joint Deployment Agency and used worldwide in teaching the Joint Operations Planning and Execution Systems. The interactive video disk Low-Intensity Conflict simulation will also add a new dimension to instructional capabilities and assist in reinforcing learning through the application of principles by students. Additionally the Department is conducting liaison visits to other military schools, such as the Army War College and the Armed Forces Staff College, for the purpose of cross-fertilization among the teaching and doctrine writing staffs. Instruction content and methodology, by all evaluation indicators, show a most positive trend.

2. The second area involves personnel. The Strategic Studies Committee recently added its second civilian faculty member, adding continuity to this important area. The Low-Intensity Conflict Committee will soon have a civilian on its faculty, while the Terrorism and Counteraction Committee already has a civilian who is both teaching and conducting research. With these measures, the Department of Joint and Combined Operations will have a permanent core faculty with the continuity to carry on its mission. Of equal importance, however, will be the assignment of the full complement of authorized military personnel. Not only will additional personnel share some of the current doctrinal and instructional workload, but also they will bring with them new perspectives on the issues addressed by this Department. The trend in the assignment of both military and civilian personnel with requisite professional experience and academic credentials is positive.

C. Analysis. The Department, while recognizing a number of shortcomings as a result of this self-analysis, is confident that it can

successfully address present and future challenges. DJCO expects not only a continuing mission in its several areas of interest but also an expanding role and increased mission responsibility.

# CHAPTER 14

# COMBAT STUDIES INSTITUTE

## COMBAT STUDIES INSTITUTE

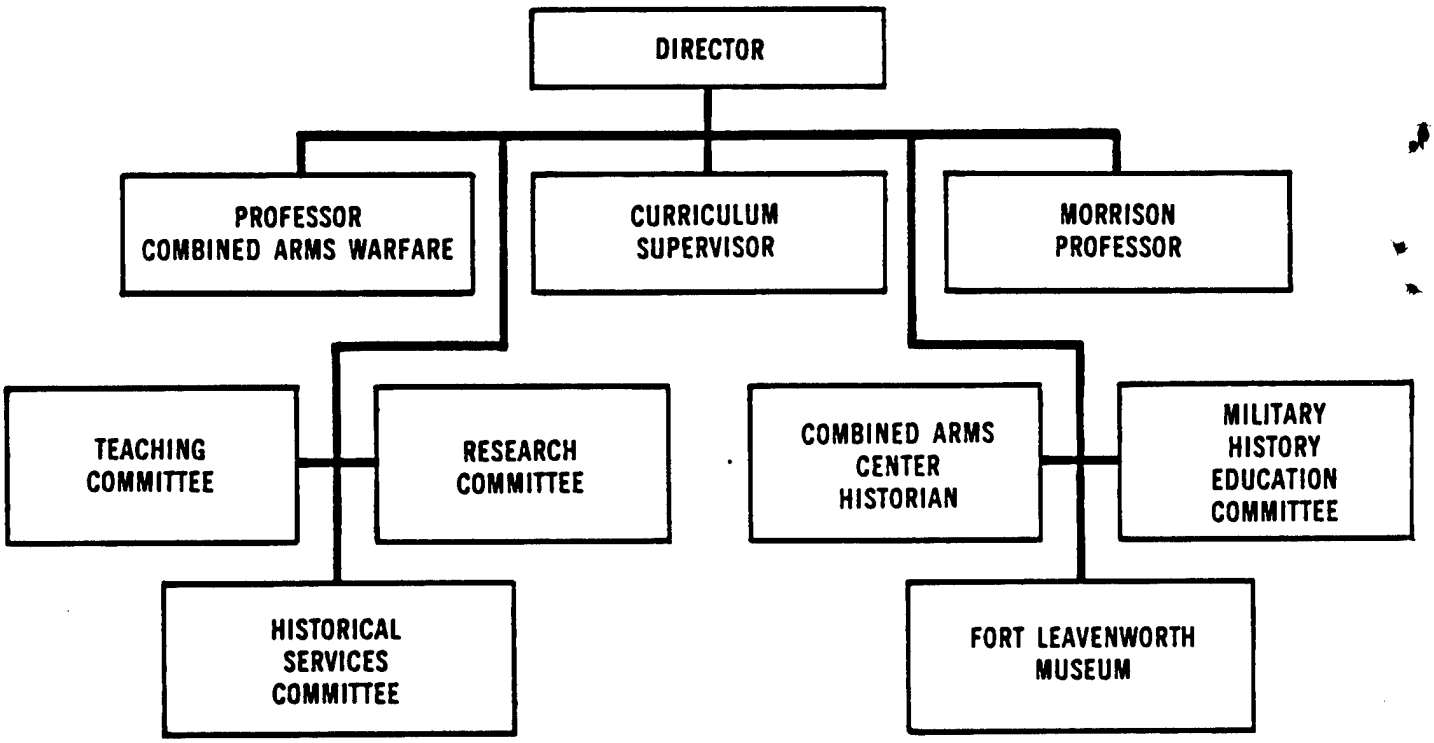



Figure 23.

COMBAT STUDIES INSTITUTE

I. MISSION.

A. General.

1. The Combat Studies Institute (CSI) was established on 18 June 1979 in response to the Army's deepening realization that a knowledge of our military past is an indispensable and long-neglected component both in the formation of sound tactical doctrine and in the development of mature, reflective, and competent professional leadership. CSI focuses the study of military history on current Army operational needs and seeks to reinforce the view that doctrine is "congealed experience," which instills "history-mindedness" in the officer corps.

2. In the intervening 5 1/2 years, CSI has blossomed from a tiny cell of five people in a few scattered offices to its current authorized staff of 50.

B. Mission.

1. With this growth has come a corresponding expansion of those original missions and functions. CSI's mission is to--

a. Research historical topics pertinent to doctrinal concerns of the Army and publish the results in a variety of formats for the Active Army and Reserve Components.

b. Prepare and present instruction in military history at the Command and General Staff College and assist other CGSC departments in integrating military history into their instruction.

c. Serve as the Training and Doctrine Command (TRADOC) executive agent for the development and coordination of an integrated, progressive program of military history education in the TRADOC service school system.

d. Direct the Combined Arms Center historical program.

e. Supervise the Fort Leavenworth Museum.

2. The members of CSI understand the absolute importance of this mission and work hard to accomplish it and to articulate it to the student body, the other faculty, and the Army at large. The response has been gratifying. CGSC students have accepted the importance of historical study, and CSI processes a steady flow of requests specifically from the field, and Armywide, for research products (such as the Leavenworth Papers, Combat Studies Institute's Reports, etc.) and other materials. CSI's mission is appropriate to CGSC and is comprehensive, but it is manpower-intensive. Thus, CSI's expansion to an authorized 50 personnel is proper but may not be achievable under current Army constraints. If CSI is not staffed to full authorization, its ability to accomplish its mission will reduce accordingly.

II. RESOURCES AND ORGANIZATION.

A. Organization.

1. CSI is both a research activity and a principal teaching department of the Command and General Staff College. It consists of a director, one military staff assistant, two civilian advisers, and five functional committees, as shown at figure 23. Descriptions of committee functions are in paragraph IV below.

B. Personnel. CSI's principal strength is its people.

1. The department's authorized strength is 23 officers, 3 enlisted persons, 16 civilian professionals (Ph.D.'s), and 8 other Department of the Army civilians, for a total of 50. Of this total 38 are currently on hand. The department is short eight officers and four civilian professionals, with most of the deficit in the Research Committee.

2. The above figures do not include the Morrison Professor, a Civil Service Scale (GS) equivalent, who is not chargeable against CGSC's manpower authorization but who is a member of the CSI professional staff. Also excluded are two Reserve Component officers who are assigned to the Headquarters, Training and Doctrine Command, but whose duty assignments are with CSI. Finally, these totals exclude the five civilian employees of the Fort Leavenworth Museum who are assigned for accountability purposes to the installation rather than the Command and General Staff College, a tenant activity.

3. All assigned officers have been awarded the Additional Skill Identifier (ASI) 5X (a suffix appended to their occupational specialty codes denoting that they are Department of the Army-designated military historians). To be eligible for this ASI an officer must have at least an M.A. in history. Two officers have Ph.D.'s. In addition, all officers have had at least one previous teaching tour. One member of the CSI faculty is a senior noncommissioned officer, who also has an M.A. Military historians offer a variety of fields in US, European, and Russian/Soviet military history.

4. The 12 currently assigned civilian professionals, all with earned Ph.D.'s in history, serve in a variety of capacities as Associate Professors in the department, in the Civil Service grade of GS-12. All are subject matter experts in a particular area of military history.

a. Four occupy positions in the Teaching Committee. Two are permanent staff, and two are Visiting Associate Professors. The latter serve 1-year appointments, renewable up to 3 years. These four historians are experts in nineteenth- and twentieth-Century US, and imperial Russian and Soviet history.

b. Three civilian historians are posted to the Research Committee, where they contribute to the department's mission of disseminating historical studies throughout the Army in a variety of formats. They are experts in US, Chinese, and Middle Eastern history. Recruitment for the Research Committee's remaining three civilian historians is in progress. (Experts in US military history and Japanese and German history.)

c. Two civilian professionals serve on the Military History Education Program Committee, performing a variety of coordinating and advisory functions for 17 TRADOC service schools, the Sergeants Major Academy, and nearly 500 Army ROTC detachments nationwide. The two are specialists in twentieth-Century US military history.

d. Another two civilian historians research, prepare, and perform attendant archival duties for the Combined Arms Center and Command and General Staff College historical programs. The Combined Arms Center historians concurrently serve on the personal staff of the Combined Arms Center Commander, on the CGSC faculty as Associate Professors of Military History, and as CSI Research Fellows. Both are specialists in US history.

e. Finally, a civilian Ph.D. (US diplomatic/Latin American history) heads the Historical Services Committee, responsible for the technical details implicit in the publication of CSI manuscripts and for bibliographical support of the department as a whole. There are three highly qualified civilian editors and one professional librarian assigned to this committee.

f. Still to join the staff is the Combined Arms Warfare Professor, a senior executive grade civilian historian (field: US military history), who will advise the director on military history matters within

the civilian academic community and maintain close contact with ranking civilian historians throughout the Department of Defense.

g. The Morrison Professor is a distinguished civilian academician invited for 1-year to occupy the CGSC honorary chair named for the noted Army military historian, Major General John F. Morrison. Though not counted against the department's strength, he is a full member of the CSI staff and performs research, instructor, and advisory duties during his 12-month tenure. Past Morrison Professors have included such luminaries as Harry Coles, Ira Gruber, D. Clayton James, and Raymond Callahan. The academic year 1983 incumbent was Theodore A. Wilson, prominent University of Kansas historian and authority on World War II and postwar diplomacy. The current Morrison Professor is Bruce Menning, Miami University (Ohio), a specialist in imperial Russian military history.

h. The Combat Studies Institute is the largest military history department in the United States. Its strength lies in the quality of its people, in its unusual mix of military and civilian members, and in the richness and diversity of their historical fields and experience. The fact that all CSI historians have the opportunity both to teach and research lends variety to their assignment at CGSC and strengthens the two skills demanded of those in the history profession. CSI historians have made the Institute's reputation as a center for scholarship in the field of military history, and CSI publications are sought after both by serving officers and those in academe. In the past year, CSI historians have presented papers at a number of scholarly conferences and symposia, and CSI is represented on several historical advisory boards at the Department of the Army and TRADOC.

C. Physical Facilities.

1. Physical Resources. The physical resources available to the CSI faculty and staff are adequate in some areas, inadequate in others. There is, at present, inadequate office space for a faculty that has almost doubled in size over the past year. Two-man offices house three people, three-man offices house four, and so on. Committee chiefs who, by virtue of their responsibilities (counseling, etc.), should have one-man offices no longer do. As for office furniture, desks and chairs are in adequate supply, but there is a shortage of bookcases and filing cabinets (although if these items were plentiful, it would be difficult to put them in the overcrowded offices). Special equipment is not a problem, as instructors/researchers have access to vugraph transparencies, 35-mm slides, maps, mounting boards, etc.

2. Automation and word processing. The one glaring support deficiency is in word processors. The department has one WANG word processor, used to a large extent, although not exclusively, for administrative (not teaching or research) functions. The College's centralized Word Processing Activity has only one operator dedicated to CSI, a department that by virtue of its research, instruction, and other missions, lives by the printed word. One CORVUS computer located in CSI offers word processing capabilities, but operational problems have prevented its full utilization by CSI faculty. At present, only inadequate storage space exists for supplies, maps, and historical documents required by the faculty on both short-term and long-term bases. Supplies, for example, are currently stored in the department's hallway. These inadequacies have not reached crisis proportions yet, but they do pose irritations and certain impediments to the successful completion of CSI missions.

D. Budget.

1. CSI activities are funded through two major accounts, corresponding to the primary functions of teaching and research. The Military History Education Program is resourced by means of a subsidiary of the research account.

2. As the department's missions, functions, and staff have expanded during its 5 and more years, so too has the size of its budget. From an initial allocation of $26,000 in its founding year, CSI's operating resources have mounted steadily in recognition of its broadened responsibilities. In fiscal year 1984, more than $315,000 was committed to its diverse research, teaching, and history program coordination functions, as well as to increased printing, publishing, and travel requirements incident to all functional areas.

3. Approximately 80 percent of the department's yearly allocation is devoted to travel, a clear indication of the extent to which the manifold raw materials of CSI's activities repose elsewhere than Fort Leavenworth. The department estimates that its total FY 85 travel costs, including research; Military History Education Program coordination; and participation in professional educational meetings, conferences, and symposia, will exceed $250,000.

4. If it is true that the relative amount of capital an institution devotes to a particular objective is the most telling and accurate indicator of its true commitment to that goal, there can be little doubt from the level of its support for CSI that the Army is serious in its efforts to kindle a widespread history-consciousness throughout the service.

III. MISSION ACCOMPLISHMENT.

A. General. In sections II and III above we have considered the missions and organization of CSI, and the human and material resources committed to accomplishing the department's tasks. The paragraphs below describe how the department employs its resources to assure mission accomplishment and to assess its effectiveness in each functional area.

B. Research.

1. Introduction. The Military History Research Committee is tasked "to conduct research on historical topics pertinent to the current doctrinal concerns of the Army and to present the results of such research in a variety of formats to the Active Army and Reserve Components." In addition, it manages and implements the Arter-Darby Military History Writing Program in which students submit historical essays for competitive evaluation and award.

2. Organization. The Research Committee consists of a Lieutenant Colonel Committee Chief, a Lieutenant Colonel Research Fellow, four Major Research Fellows (one in the USAR TRADOC designation), and three civilian GS-12's as Permanent Research Fellows. Current personnel shortfalls include three officers and four civilian historians.

3. Committee Operation.

a. Guidance. Operational direction for the Committee is received from the Director of CSI, and is passed to the Chief, Research Committee for further dissemination to the Committee. Directional emphasis for project selection and prioritization is received from a number of sources, ranging from the TRADOC Commander to internal agencies. During the initial phase of CSI's development, General Donn A. Starry, then TRADOC Commander, focused CSI's efforts on operational history at the tactical (company-through-division) levels that would be directly beneficial to the

Army and the officer. CGSC has recently expanded its role to encompass the operational level of war, and the Research Committee correspondingly broadened its own scope of interest. Internal direction is derived from committee membership suggestions, as well as from the CSI community as a whole. The Research Committee conducts a continuing awareness program aimed at keeping members abreast of current research needs. Through analysis of Army, TRADOC, CAC, and CGSC goals, examination of current doctrinal manuals, guest lecturer/visitor comments, discussions with personnel of major staffs/commands and interaction among CGSC and CSI members, the committee formulates long- and mid-range research agendae which serve as the basis of future projects.

b. Project Selection and Prioritization. CSI's research thrust is directed at the production of studies on current doctrinal needs at the tactical and operational levels of war. Generally, the department selects projects and establishes priorities as described above. However, on special occasions, individual expertise is exploited to produce a desired product. In addition, higher commanders periodically exercise their prerogative to direct special studies; these are characteristically handled on a priority basis. The committee endeavors to select topics the exploration of which will advance the understanding and appreciation of issues currently under active review within the Army's concept and doctrine development community. The ultimate goal of a research project is to produce a monograph that has wide appeal in military circles and provokes interest and thought about the subject by affording readers an artful blend of original and synthesized material that can be applied to current or future Army concerns. Ensuring the relevance and utility of the CSI research product enhances its appeal, affords fertile opportunities to

venture into unexplored historical terrain and, secondarily, dilutes potential criticism that the CSI research product is "just another history paper." Research topics are received from many sources and on receipt are consolidated into a single listing. Normally, the submitter is asked to identify in some detail the intended thrust of the topic so as to ascertain clearly the purpose, scope, and resource demands implicit in the proposed project.

c. Editorial Process. The nature of the product and the requirement to produce high quality, relevant publications mandate rigorous adherence to clearly defined standards of scholarship and readability. To achieve such standards the committee employs a process comprising a series of editorial reviews. This system, all-encompassing and applicable to materials both internally and externally generated, is described below.

(1) After a project is selected by or assigned to a specific author, he is accorded a period of preliminary research to clarify the project, ascertain if adequate material is available for in-depth research, and develop a proposal to present to an in-house editorial board. When the author has completed the initial research, the Committee Chief arranges for a panel to consider the proposal. The purpose of this group is two-fold: first to ascertain <u>if</u> the study should be continued, and, if so, to evaluate the proposal for direction, scope, and content. At the completion of the board the author should have the guidance necessary to proceed with the paper or to make preparation for receiving another research topic.

(2) Author recommendations for board membership are submitted to Chief of the Research Committee as early as possible for selections to be made and for ample time to be provided for board members to

study the proposal and prepare comments. Membership of the board consists of CSI staffers and at least one representative external to the department. Each member has sufficient time remaining at Fort Leavenworth to participate in the board's activities through the final phase of the project.

(3) During the writing of the paper, periodic in-progress boards are convened at the discretion of the Chief or at the request of the author. At this time the author provides a copy of the material written to that point, along with a detailed outline of the remainder of the paper and an informal bibliography. Board members will advise the author on the organization, content, and overall thrust of the paper. This review serves to ensure that the author is on course and to provide him guidance toward completing the tasking.

(4) On completion of the final draft, the author provides a copy of the manuscript, including rough drafts of all charts, maps, and illustrations. After review, the final draft is referred to the Editorial Board for review of content, cohesion, grammar, organization, and format. Marginal comments are recorded on the manuscript for the author's consideration. After board members complete their consideration, a final review considers the study's readiness for publication. Questions on technical matters, such as maps, illustrations, and charts, are addressed at this time. At the termination of this review, the author is provided with each member's copy of the annotated manuscript.

(5) Following the final board, the author incorporates the directed changes into the final draft, after which the paper is submitted for consideration prior to submission to the Historical Services Committee for entry into the publication phase.

d. Publication Format. CSI publishes research in a number of formats, including Leavenworth Papers, Research Surveys, Occasional Papers, CSI Reports, Military History Anthologies, and CSI Reprints.

(1) Leavenworth Papers are significant analytical studies that focus on combat operations expressing doctrinally relevant points and concepts. These monographs are applicable to current doctrinal needs and are targeted at the largest possible US Army audience. Generally distinguished from other CSI research products by their length (no more than 200 pages) and the finished quality of the glossy, soft-covered volumes, Leavenworth Papers represent a longer production time than other formats because they embody original research. There are currently nine Leavenworth Papers in print and three more in the final stages of editorial review. Seven others are in progress.

(2) Research Surveys are thematic research projects investigating the evolution of specific doctrinal areas. Two have been published, two more are nearing completion.

(3) Occasional Papers are unclassified research papers of article length on any military history topic. Five of these are under consideration at the current time.

(4) CSI Reports are short-lead time, classified and unclassified studies prepared in response to specific official inquiries. Their scope is normally limited to basic information on the subject. Five CSI Reports are in the field, with three more nearing completion.

(5) Military history anthologies are collections of student papers prepared as requirements in various CSI military history course offerings and are selected for their originality, substance, and

readability. These are then made available primarily for internal distribution to students and faculty in CGSC. The first anthology was published in November 1984.

(6) CSI Reprints offer the military reader carefully selected writings otherwise generally unavailable in print. Volumes in this series include a translation of the Japanese Principles of War, J.F.C. Fuller's Generalship: Its Diseases and Their Cure, and the Infantry Journal's 1939 Infantry in Battle, a description of combat lessons from World War I.

e. Topics of interest for future Research Committee exploration include:

(1) The Corps (Command Logistics).

(2) Night Operations. How the US Army Trains and Fights at Night.

(3) Light Forces Fighting in Concert with Heavy Forces.

(4) Infantry Tactics in Vietnam: Theory vs. Practice.

(5) Elite Force Operations (Mountain, Jungle, Desert).

(6) Encircled Forces.

(7) Historical Examples of Coalition Warfare at the Tactical Level of War.

(8) Training Base Mobilization.

(9) Training and Battle Performance: A Study of Command.

(10) The Military Staff.

(11) Wartime Specialized Units.

(12) Organizing for Low Intensity Conflict--A Case Study.

(13) Junior Officer Leadership.

f. Other Research Committee activities are:

(1) Arter-Darby Military History Writing Award.

(2) Hall of Fame Memorial.

(3) Book Reviews.

(4) Directed Special Studies.

(5) USAR Historical Support.

(6) Master of Military Art and Science Program.

(7) USAR and NGUS support.

4. Assessment.

a. General. CSI's founders envisioned from the outset that the Institute's most profound and durable contribution to the Army would lie in its publication of original, relevant historical studies and analyses both for general education and as vital adjuncts in the development of realistic and workable tactical and support doctrine. That this expectation has to date been only partially fulfilled is chiefly attributable to a chronic shortage of researchers and an inability to dedicate available committee resources exclusively to the research mission.

b. As noted in section II above, the Research Committee is currently staffed at 60 percent of its authorized strength. The problem is aggravated by the turbulence associated with military rotations. With half the committee being commissioned officers, there is a constant turnover in this unit, with attendant disruptions and discontinuity. Because of the persistent shortage and cyclical military reassignments, the committee has been compelled to limit the number and variety of research projects it accepts, and sometimes to devote less time and effort than perhaps is warranted to those it undertakes. The manpower shortages and instability, moreover, can materially add to the time required to research, write and

publish longer-term studies that cannot be completed during a military officer's normal tour.

c. Still another effect of the insufficiency of personnel, which for at least the past 2 years has been department-wide, is the need to divert members of the research staff to part-time teaching functions to assure that the recurring, fixed classroom requirements are met. Typically, all Research Committee members share in some portion of CSI's teaching. Additionally, the military members, and to a lesser extent the civilians, are subject to nondepartmental and non-CGSC taskings, representing a still further drain of available research man-hours.

d. Both of these problems will likely be ameliorated as the result of recent approved manpower increases throughout the department. However, until the now-authorized vacancies are filled by reassignment or initial recruitment, the committee cannot anticipate marked immediate improvement in research completed or production of studies.

C. Teaching.

1. Background. Before World War II, military history occupied a conspicuous place in the education of professional officers. In the postwar period, however, there was an interval during which history was not emphasized since it was assumed in the early, innocent years of the nuclear age that harnessing the atom for destructive ends had rendered previous experience obsolete and irrelevant. Only in the past 15 years, under prolonged exposure to the threat of a nuclear holocaust without one's actually occurring, the Army has returned to the longer view of a world in which mankind faces other forms of international conflict short of nuclear war. That is, in the history of postwar international relations, although nuclear cataclysm lurks always in the background, conventional military

power has continued to play a prominent role in the relations of states. The wars in Korea, Vietnam, Southwest Asia, Africa, the Middle East, and Central America point out the continued importance of conventional forces.

2. Application. What has been rendered obsolete by actual experience is not military history, but rather some of the former strategic literature based on models, simulations, and game theory. Generally, historical literature relating to war, both classical and modern, falls into one of three types. Operational history, which deals with battles and campaigns, encompasses logistics, strategy, and leadership. Institutional history, on the other hand, is concerned with functional and professional activities of armed forces, including doctrine and organizational structure, military government, procurement and training of manpower, weapon development, engineering, exploration, and military medicine. Finally, there is the broader type of study which considers armed forces in their societal context, and which relies partly on history and political science, but is fundamentally interdisciplinary, embracing as well economics, sociology, and psychology. It concerns itself with such matters as military policy as it relates to national strategy, civil-military relations, arms control, peacekeeping, and conflict management. These categories are not mutually exclusive. A military biography, for example, might fall under all three. Nevertheless, they serve to indicate the wide range of military history and to suggest some of its uses. All of these classifications are both practically useful and broadly educational to officers of all ranks. The younger officer may find operational and administrative history more directly applicable to his or her current duties, while the officer of higher rank will find more useful the type of history that relates armed

forces to society, since it affords clues in coping with his broader responsibilities. CSI relies on all three types of literature in teaching military history at CGSC.

3. Curriculum.

a. Learning Philosophy.

(1) It is acknowledged that CSI won't convince all students of the importance and relevance of military history, but the Teaching Committee strives long and hard toward that end. This effort is a reflection of the department's concern for the students, and for the communication of its view of the centrality of historical apppreciation to professional development.

(2) CSI offers systematic learning based on both previous knowledge and new information arranged chronologically and stressing recurring topics and themes. The emphasis is on principles, not techniques.

(3) The cornerstone of adult education is mutual trust on the parts of both faculty and students. The latter are apprised of course requirements; resources in the form of readings, lectures, and group discussions are provided or scheduled; and yet the ultimate responsibility for learning is left with the students. Home study is essential to successful performance in the course.

(4) A combination of homework and lecture/discussion is the best approach for CSI's subject and is necessary to stimulate student evaluation of the materials presented.

(5) CSI instructors are not distressed if students leave their courses with more questions than answers. On the contrary, such questions show a reflective evaluation which is an objective of these courses.

(6) The military history survey is in the cognitive domain. Because learning decay is highest at the lower level of the educational taxonomy, the aim is to leave that stratum as quickly as possible.

(7) To be useful, learning must be both comprehensive and communicable. Therefore, the evaluation plan is based on that assumption.

b. Common Curriculum.

(1) Subcourses. The following five subcourses make up CSI's Course 6, Military History, presented in Term I.

(a) P611 - American Heritage.

(b) P612 - War and Doctrine.

(c) P613 - 20th Century War: The American Experience.

(d) P614: Historical Perspective of Corps/Division Operations.

(e) P651 - Battle Analysis.

c. Individual Development Courses (IDC's). CSI annually offers 30 to 35 IDC's, this year with a total student enrollment of approximately 700, more than three quarters of the CGSO class. IDC's are listed in the CGSC Catalog Supplement. These courses are designed to expand on themes and issues contained in the college core curriculum in Term I.

4. Methodology. CGSC's intent is to teach all courses, Core and IDC, at the lowest possible student-to-instructor ratio, in keeping with the subject matter being taught and the need for student-to-student and student-to-instructor exchange. Thus, depending on the course and its pedagogical requirements, CSI instructors may lecture the entire CGSO class

of nearly 1,000 students, may address one of the class's four divisions of 250 students each, or may teach a section of 60 students, a staff group of 15, or an IDC enrolling from 1 to 20 students.

D. Other Committee Activities.

1. Professional Reading Program. The Teaching Committee is the CGSC executive agent for the Professional Reading Program (PRP). Students are required to read and render written and oral analyses of ten books, five of which are prescribed, from a standard reading list. The student selects the remaining five volumes from an extensive list of recommended books. The analyses further afford evaluators a means of assessing students' ability to organize and present their thoughts accurately, logically, and coherently. Those identified as deficient in either writing or speaking skills can then be further screened for possible inclusion in a self-improvement program. Each year the reading list is coordinated by CSI with the various departments and submitted to the Deputy Commandant for approval. The PRP is then administered by the ACE's, who are responsible for grading the analyses. Since its inception, the PRP has become well-respected in the officer corps, notably by those officers who attend the Pre-Command Course and, as new commanders, are initiating their own unit reading programs based on the PRP.

2. Other support. The Teaching Committee also devotes a significant share of its effort to providing information and materials to units and individuals in the Army at large, Training and Doctrine Command agencies, Army ROTC detachments, students engaged in research for CSI and non-CSI courses, and other CGSC departments.

E. Assessments.

1. Course offerings.

a. Common Curriculum. CSI's contribution to the Common Curriculum forms the basis not only for more advanced historical studies in the CSI IDC's, but also for IDC instruction offered by CGSC's other departments, all of which have some basis in military history. The excellence of this basis is reflected annually in positive student commentaries, submitted voluntarily, on these courses. Further compliments commonly are paid to the department by faculty from other departments, who have observed CSI's effect in the form of more historically aware students in their own courses. Another affirmative assessment of CSI's Common Curriculum performance is the enthusiastic enrollment of CGSC students in the department's IDC offerings; each year hundreds of enrollees document by their course selections the attractiveness of military history to the modern officer, at least as presented at CGSC. The extraordinary skills and experience of the CSI faculty largely account for these successes. Although the department would do better work with more time, it believes that within the curriculum hours provided it is providing the teaching services intended and needed.

b. Individual Development Courses. Among its approximately two dozen IDC's, CSI offers several that are perennial favorites among CGSC students. Whether because of their unique format, or their thought-provoking treatment of relevant issues, these are among the most widely chosen electives in the college. They include A659, The Staff Ride; A692, Modern Commanders; A656, Men in Battle; A695, America in Vietnam; and A651, Modern Military Thought.

c. Instructor Staff. The strength of CSI's teaching missions lies chiefly in the skill, dedication, and experience of its military and civilian instructors. The military members of the staff, as noted earlier,

have at least M.A.'s in history, have taught in ROTC or other military schools before assignment to CSI, and are firmly committed to the proposition that an informed and critical awareness of the nation's military past is an essential component of officer professionalism.

D. Military History Education Program (MHEP).

1. CSI officially became the TRADOC Executive Agent for MHEP on 29 August 1983. The program's objectives are to provide a single agency to monitor and to coordinate military history education at all 17 TRADOC service schools/branch centers and the Sergeants Major Academy, and to assist the four Army ROTC Regions in developing and managing military history programs on 420 college and university campuses nationwide. Although this program is not directly related to CSI's CGSC missions, responsibility for its management is a TRADOC-assigned task, and it consumes a significant share of the department material and human resources.

2. To perform this enormous tasking, the MHEP Committee is authorized three officers, two civilian professionals, an editor to assist with development and publication of education support materials, and a clerk typist for the prodigious administrative workload implicit in the charter. Initial funding for the program, exclusive of personnel costs, was fixed at $220,000, most of it for travel. Future budgets will reflect similarly large travel expenditure requirements.

3. In addition to annual visits to all TRADOC service schools, the 4 ROTC Regions and at least 20 ROTC campus detachments, the Committee is responsible for the following activities:

a. Coordinating and managing the TRADOC Commander's Advisory Board on Military History Education. This senior steering group meets annually, either in December or January, at Fort Leavenworth to determine

policies and establish priorities in the Military History Education Program throughout the TRADOC school system. Major initiatives approved at the 1984 Advisory Board Meeting included the decision to integrate military history into all appropriate service school courses, inclusion of military history into the Noncommissioned Officer Education System curricula, and evaluation of the need for military history instruction in warrant officer education programs.

b. Conduct of the TRADOC Military History Conference. This annual event, hosted on a rotating basis by the commandants of the various TRADOC service schools, brings together Army military and civilian history instructors, branch/center historians, administrators, and program managers to exchange ideas and share successful, innovative methodologies to enhance the teaching of military history throughout the Army. The 1984 conference, held at Fort Benning, Georgia, included representatives of the Department of the Army Center for Military History, the Army War College, the Military History Institute, the U.S. Military Academy, TRADOC Historian's Office, each service school, the four Army ROTC Regions, and the Military Personnel Center Program Manager for the Army's military historian specialty. The 1985 conference will take place in April at Fort Bliss, Texas.

c. TRADOC Military History Instructor Course. This annual Fort Leavenworth event is designed to orient and assist military history instructors and administrators assigned to service schools and ROTC detachments as they prepare for their duties at the grass roots of military history education. Attendees are guided in the development and presentation of military history instruction and are familiarized with the variety and scope of available resources to assist them. The 1984 workshop stressed methods of teaching the evolution of combined arms warfare, in addition to

institutional and operational military history. This program, encompassing at least 40 hours of platform instruction, materially affects CSI as a whole since the course instructors must be drawn from all committees.

4. Assessment. Staff assistance visits and an ever-increasing volume of requests for MHEP Committee assistance have revealed that the teaching of military history in TRADOC service schools is improving slowly but steadily. Key ingredients to continued systemic improvement are availability of qualified personnel and sufficient TRADOC funding to support over 250 man-days of nationwide travel and temporary duty annually by the MHEP Committee. Any failure to support either of these requirements would adversely affect the Military History Education Program.

E. Advising and Counseling. The members of CSI serve an important function in providing advice and counseling to the academic departments at CGSC and the Army at large.

1. Academic Counselor and Evaluator (ACE) Program: There are currently five officers in CSI who participate in the ACE program. These officers attended the College's training program, as well as participated in discussions of how best to perform their ACE responsibilities. Last year CSI had only one ACE, who departed before he could assist in training the department's new ACE's. However, CSI's ACE's are adapting well and are enthusiastic about their duties. Unfortunately three of them will be reassigned this summer; unless the slots are filled with fully qualified officers, the department's capability to perform this function will be adversely affected.

2. Faculty Counseling. CSI also performs faculty counseling functions by assisting other CGSC departments in integrating military history into their instruction. Primary examples of this are the Historical

Perspective of Corps/Division Operations (for DTAC), History of Army Logistics (for DCS), ANZIO (for DJCO Theater Operations), and Battle Analysis, which supports all instruction given at CGSC. Additionally, CSI instructors frequently provide other departments with historical case examples, various special briefings, and faculty-prepared papers on specified topics as requested.

3. Professional Counseling. Members of CSI sit on various history advisory boards. This function is primarily provided by the Military History Education Program (MHEP) committee. The details concerning this counseling function were described in section IV.D. of this study.

F. Other CSI Activities.

1. Fort Leavenworth Museum.

a. The mission of the Fort Leavenworth Museum is to provide educational opportunities through exhibits, guided tours, lectures, research materials, publications, and audiovisual means to promote a better understanding of the history of the US Army on the Frontier, the evolution of military education (especially as it relates to Fort Leavenworth), and the changes in technology and doctrine as it affects activities at Fort Leavenworth.

b. Though not assigned to CSI, the Museum operates under the general supervision of the Director, who serves as an advisor on matters of military history that are of interest to CGSC and TRADOC, and who is in turn advised by the Museum director on matters of acquisition, display and storage of artifacts, military art, and other holdings.

c. A number of educational programs designed for students from grammar school through junior high school levels are now offered through the museum's volunteer organization, the Musettes. Adult education

is being expanded by the construction of a new education center within the museum and by the recent hiring of increased professional staff who can offer in-depth information on the collections, thereby ensuring that these artifacts enhance classroom presentations. The development of "living history" capabilities, periodic conferences, and special exhibits are now in planning stages to strengthen the museum's ties with the Command and General Staff College curriculum.

d. The principal staff members now include a director (Ph.D. with specialty in military history), a curator of history (B.A. in history), and a curator of collections (M.A. program in progress). Members participate in many national conferences and professional organizations. They also regularly research and write for publication in professional journals. In addition, the museum director serves without pay as the editor-in-chief for a national military history journal.

2. Combined Arms Center (CAC) Command Historical Office.

a. The Combined Arms Center Command Historical Office is responsible for ensuring that military history materials are directly accessible to the CAC Commander, his principal staff, and the major mission activities at Fort Leavenworth. To discharge this mission, the CAC historians must implement the command history program, as well as serve as Research Fellows, faculty members, and departmental staff members of the Combat Studies Institute.

b. For the command history program, the CAC historians research and write the CAC annual historical reviews. Research for the reviews consists of examining primary documents in the files of the principal CAC mission elements, interviewing with staff officers, and attending significant meetings. Historians also prepare the CAC Commander's

annual assessments. A monograph on CAC's role in structuring the Army of Excellence is currently being prepared at the direction of the CAC Commander. Further, the CAC historians monitor the CAC operational archives, serve as proponents for historic preservation on the post, and act as resident authority on the history of the Fort and its major organizations. Finally, the CAC Historical Office has extensive responsibilities for providing service to the CAC-associated centers and schools. They critique historical summaries and provide other historical services for the historians at the associated centers and schools, and they manage the US Army Military History Writing Award Program and the CGSC Hall of Fame Program.

c. The CAC historians also serve as Research Fellows (one is completing a Leavenworth Paper and both serve on editorial boards), members of the departmental staff (serve on selection committees, the CSI Production Committee, and other departmental committees), and faculty members of the Combat Studies Institute. In the latter capacity, one CAC historian is the principal instructor for the Staff Ride Individual Development Course, one of the most innovative and well-received offerings in the college. All courses taught by the CAC historians stress individual research in primary and secondary sources, and require detailed research presentations.

3. Historical Services Committee. To support CSI's role as a source of relevant and operationally useful military history studies for the Army as a whole, a small team of editors and a bibliographer manage the technical stage of publication production. Headed by a civilian historian with a Ph.D., and composed of one GS-11 historian, two GS-9 editors, and a GS-11 librarian, the committee performs the critical proofing, editing, and ancillary tasks necessary to transform raw manuscripts into finished form.

Easily overlooked, this team labors to assure the consistently high quality of publications which will bear the CSI imprint. The editors are selected on the strength of their technical skills and their familiarity with the military, especially the Army. The librarian, who holds an M.A. in history and an M.S. in Library Science, is particularly knowledgeable on military history holdings throughout government and nongovernment archival systems.

4. S.L.A. Marshall Lecture Series. In addition to his other duties, the Chief of the Historical Services Committee is responsible for this highly successful lecture series. Monthly during the academic year, prominent military historians lecture on related topics in a forum open to the public as well as CGSC students. Attendance at these lectures, which focus on a different theme each year, is extensive. During AY 83-84 the theme was the Allied invasion of France during World War II, and lectures featured such distinguished historians as Forrest Pogue, Martin Blumenson, Raymond Callahan, and Harold Deutsch.

5. Army Historian Program. The Combat Studies Institute serves as the DA and TRADOC field proponent for awarding, to all qualified officers, the Additional Skill Identifier 5X Historian. This program is managed in CSI by the Curriculum Supervisor and has been successful thus far. To qualify for the ASI 5X an officer must possess at least an M.A. in History. Currently there are over 600 5X designated officers in the Army.

6. Administration Support.

a. The manifold tasks of the Combat Studies Institute could never be accomplished were it not for the extensive, indispensable, and unremitting efforts of the department's administrative staff. To assist in the daily discharge of administrative functions, a school-trained senior noncommissioned officer exercises control and direction. He in turn is

aided by another noncommissioned officer, two permanent clerk typists, and two temporary typists. A secretary/stenographer, whose principal duties are as assistant to the Director, rounds out the administrative team.

F. CSI Summary Assessment.

1. CSI is a major academic department of CGSC with three separate but related missions:

a. To conduct research in military history topics of current relevance to the Army for publication in a variety of formats.

b. To teach military history Common Curriculum and Individual Development Courses to CGSC students, and to provide military history assistance to other academic departments for integration into their courses.

c. To serve as Training and Doctrine Command Executive Agent for the management of the TRADOC Military History Education Program for all Army branch service schools and Army ROTC detachments.

2. The department's most persistent weakness to date has been a chronic shortage of personnel to staff all of its functional committees. This deficiency has necessitated a constant juggling to meet the most urgent immediate demands, thus frequently delaying less pressing, though perhaps equally important, activities. For example, the most insistent and least flexible recurring manpower requirements are generated by CSI's instructional responsibilities. Propelled by an intricately calibrated classroom schedule, the department must provide field instructors at the appointed times, and all other functions must be subordinated to this imperative. The department, then, cannot achieve its full potential until it reaches its authorized strength and can rely on the timely flow of qualified replacements.

IV. MISSION CONTINUITY.

A. In looking to the future, CSI envisions no substantial change in its assigned missions or priorities. The department will continue to face a pressing need for timely, relevant, and readable studies of historical issues bearing on contemporary doctrinal and policy concerns. So too, the need will persist for condensed classroom surveys of the nation's martial past, as well as other course offerings responsive to student needs.

B. The resiliency and flexibility of the department depend fundamentally on the availability of required numbers of qualified historians, military and civilian. Although CSI has recently obtained permission to hire additional personnel, actually placing qualified people in the positions newly approved may prove difficult. Officers bearing the credentials CSI requires may be assigned to other positions in the Army for complex reasons. Civilians specializing in military history are not as numerous as other specialists and may not wish to reside in the midwest. Nonetheless, the overall pattern visible in CSI's growth shows a positive trend in locating and engaging the kinds of military and civilian specialists needed. The department believes that as its reputation for excellence spreads, well-qualified people will increasingly wish to join its numbers and thus its success will continue.

# CHAPTER 15

# CENTER FOR ARMY LEADERSHIP

## CENTER FOR ARMY LEADERSHIP

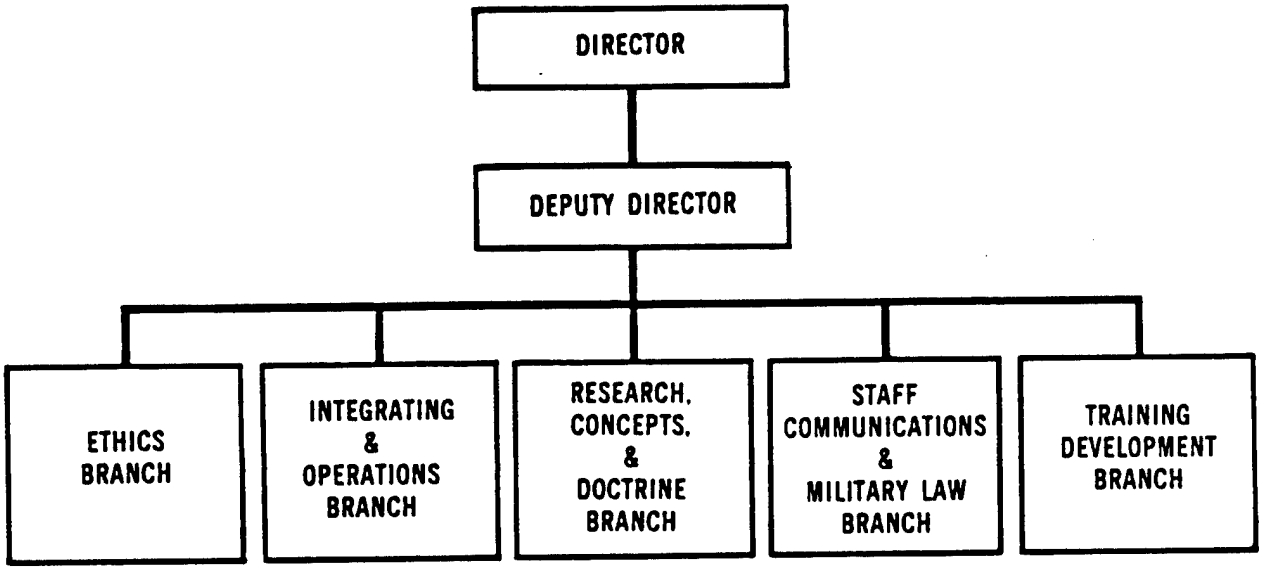



Figure 24.

# CENTER FOR ARMY LEADERSHIP

I. MISSION.

A. General. The Center for Army Leadership (CAL) began in June 1982 as a committee of the Department of Command (DCOM), U.S. Army Command and General Staff College (CGSC). In June 1983, the commander of the Training and Doctrine Command (TRADOC) recognized the committee as the Center for Leadership and Ethics, still a part of DCOM. However, the Center's title and subordinate position did not match the Army's growing re-emphasis on leadership training and development.

1. On 4 June 1984, after reorganizing and expanding, the old agency became the new Center for Army Leadership, a major instructional department within CGSC and the Army's proponent agency for leadership doctrine and training. The Center's charter called for addressing leaders at all levels, from corporal to general, and for focusing all Army leadership activities.

2. Today, CAL is still in the process of change, accepting new resources almost daily, and reshaping its organization as needed. With a clearly defined major role and the staffing and physical assets soon to match, the center has a busy but extremely fruitful future in sight.

B. Mission. The mission of the Center for Army Leadership is to be the Army proponent for leadership and ethics. As proponent, the center develops and disseminates leadership and ethics concepts, doctrine, and training in all Army service schools and in the Army field forces, both Active duty and reserve. Further, it monitors military and civilian leadership and ethics Research activities, and it coordinates all such Army research. The functions of the Center are as follows:

1. To monitor civilian and military research in leadership and ethics.

2. To integrate all Army research in leadership and ethics.

3. To develop sequential leadership and ethics training programs for service school and field use, both Active and Reserve.

4. To integrate leadership and ethics instruction throughout TRADOC.

5. To monitor leadership and ethics instruction at the U.S. Military Academy and the Army War College.

6. To support the CGSC curriculum by providing instruction in leadership and ethics, in staff communications, and in military law.

7. To develop, throughout the TRADOC school system, communications instruction that provides students the incentive and opportunity to improve their reading, writing, and speaking skills and ensures that graduates possess an appropriate level of ability.

II. RESOURCES AND ORGANIZATION.

A. General. Because CAL only recently restructured (figure 24), its resources and organization are in a state of flux. Accordingly, the Center is watching very closely how each new unit functions, with an eye for mismatched or inadequate assets. Since CAL will not be fully funded or staffed until well into the new fiscal year, the breaking-in period will continue for several more months. What follows reflects both on-hand and projected resources.

B. Human Resources. As of 1 August 1984, not enough people were assigned for CAL to operate as fully as intended. However, the Center can accomplish its College instructor duties with qualified teachers. The Center anticipates increased staffing, as detailed below.

1. At reorganization, the Center had 24 personnel assigned (15 officers, 1 warrant officer, 4 noncommissioned officers (NCO), 4 civilians) against new staffing requirements for 51 personnel (37 officers, 2 warrant officers, 5 NCO's and enlisted personnel, 7 civilians). As of 1 August 1984, it had added 7 of the 27 personnel and received the names of 2 more personnel for arrival soon. Further, the College has given assurances for staffing the remainder as soon as practicable. The Center comprises six units: a headquarters section consisting of a director (colonel (COL)), a deputy director (lieutenant colonel (LTC)), and a secretary, and the following five functional branches:

a. Integrating and Operations Branch: The deputy heads this branch. Its Administration and Operations Section requires an operations officer (captain (CPT), assigned), one administrative NCO (assigned), and one enlisted specialist and two civilian word-processing personnel (assigned). This section provides administrative support and resource management. The Integrating Section includes three training developer/integrators, who integrate the Center's activities both among the branches and between the center and external military and civilian agencies.

b. Research, Concepts, and Doctrine Branch: This branch calls for one LTC chief (not assigned) controlling three functional sections. The first section, Research and Evaluation, requires three officers (MAJ/CPT): a research analyst (assigned), a long-range planner, and an information analyst. The second section, CGSC Leadership and Training, handles all leadership instruction for the college, including training and monitoring the academic counselor-evaluator (ACE) officers. It requires a civilian instructor/military sociologist (GS 11, assigned) and an instructor/author (LTC, assigned). The last section, Concepts and Doctrine,

has three positions: doctrine writer/project officer (LTC), doctrine writer (MAJ), and training concept developer (MAJ). This section coordinates matters relating to Army leadership field manuals (guidance documents).

c. Ethics Branch: An LTC is chief for this branch, watching over five positions--a concept developer (MAJ, assigned), two officer training developer/integrators (MAJ/CPT), a warrant officer (WO) training developer/integrator (assigned), and a doctrine writer (MAJ/CPT). The branch is responsible for all matters, Armywide, pertaining to ethics research, doctrine, and training, including input to Department of the Army policy.

d. Training Development Branch: This branch, headed by a LTC (assigned) who is assisted by a secretary, develops and coordinates common training programs for Army leaders for use at service schools and by field units, including instructor training. The Field Instruction Section has both of its trainer/evaluators (MAJ/CPT, NCO). However, the School Instruction Section is missing four of fifteen personnel. The staffing calls for a LTC trainer/evaluator (assigned), four officer training developer/integrators (MAJ/CPT, assigned), three officer trainer/evaluators (MAJ/CPT), one WO training developer/integrator (assigned), one NCO trainer/evaluator (assigned), and one education/safety technician (GS-11).

e. Staff Communications and Military Law Branch: This is primarily a teaching branch, responsible for all college resident and extension instruction in writing, speaking, reading, and matters of military law as well as having TRADOC proponency for writing, teaching, and reading instruction in the service schools. The branch chief, a LTC, is assigned. The Military Law section has only one position (LTC, assigned), although another position seems needed. The Staff Communications section calls for

one instructor/author-communicator (LTC, assigned), four military instructor-communicators (MAJ/CPT, one assigned), and three civilian instructor-communicators (two assigned).

2. In the main, department personnel are well qualified academically and in field experience. The center director has commanded a battalion of field soldiers, been an instructor at the Industrial College of the Armed Forces, and holds an advanced degree. The instructors in Staff Communications and Military Law all hold advanced or professional degrees. The research analyst was specifically selected for his advanced degree in systems management. The military sociologist holds an advanced degree and is a retired LTC who previously was an instructor in the College. The Ethics Branch chief holds an advanced degree in philosophy.

3. The nature of the Center's mission requires that its personnel monitor the latest activities in their fields, and doing so keeps them growing in their expertise. In addition, the Center's policy is to send its personnel regularly to professional seminars and training sessions (some hosted here at the college) and on professional development and liaison visits to service schools, academies, and colleges.

4. Most of the Center's positions call for specialized academic qualifications or experience. Accordingly, candidates are tightly screened, some even being sought on a by-name basis or especially trained and assigned to fill the position. For example, the Center has four approved Army Educational Review Board (AERB) positions. These positions are filled by Department of the Army with personnel who meet prerequisite education advanced degree requirements. The Center is also submitting requests for two additional AERB positions, to be filled by June 1985. In addition, the

positions call for mostly senior personnel (LTC, MAJ, chief WO, senior NCO) to ensure a generous depth of experience.

C. Financial Resources. The Center has full funding identified for it in the fiscal year (FY) 85-89 Program Development Increment Package. Currently, the priority is to fund the College instructional requirements and sufficient financing is available.

D. Physical Resources. The instructional facilities at CGSC are more than adequate, as the College has an excellent physical plant and a wide variety and quantity of educational aids and assistants. The Center's office space will be cramped when full staffing is finally reached, but appropriate adjustments will be made to accommodate the new personnel that CAL will receive. Word processing support is adequate and automation equipment will be increased in 1985.

III. MISSION ACCOMPLISHMENT.

A. This section forms the major part of CAL's report and is organized very specifically around the quite varied missions of the Center. These missions include research, teaching, doctrinal statement, training development, and supervision of field programs.

B. Policy Creation. Policy statement is firmly a function of the College chief exectuive. The academic board, of which the center director is a member, plays an active role in drafting that policy and influencing the Deputy Commandant. Department-level executives are key decision makers in the formative process, especially regarding their respective departments. As the Army proponent for leadership and ethics, the Center influences policy in this arena not only within the College, but throughout the TRADOC service school system and at Headquarters, Department of the Army.

C. Curriculum Design and Management. Just as the Center plays a significant role in determining College policy, so does it play such a role in implementing that policy. After receiving guidance in the form of policy documents and elaborations from the Director of Academic Operations (DAO), CAL keeps the College policy in sight while preparing its curriculum. The center then staffs the draft with the curriculum specialists in the DAO and briefs it to the Deputy Commandant, for approval. While planning the curriculum, CAL makes every attempt to incorporate the letter and spirit of the stated policy.

D. Curriculum and Curricular Materials. The Center teaches courses in three subjects: communications, military law, and leadership. Each has a course designed for the College common curriculum, and one or more individual development courses (IDC's) for the elective program. The subjects have parallel courses offered to the two types of extension programs which offer CGSC diplomas. The Center's personnel may be instructors for student study projects (SSP's--individual research equivalent to an IDC) or for college-level students at other Department of Defense (DoD) colleges, e.g., the US Air Force's Air Command and Staff College (four students in the last 2 years). Finally, instructors serve as Master of Military Art and Science (MMAS) advisors for theses in CAL specialties or as MMAS oral examination committee members or chairmen.

1. CAL prepares all College teaching materials formally and in advance, perhaps more so than does a civilian institution. A major course document is the student advance sheet, which describes the lesson purpose, scope, references, outline, teaching aids, and examination plan to the student. Next, the instructor must prepare a formal lesson plan, usable by an assistant or a replacement instructor. Lastly, the instructor must write

any examinations and reference books (called field circulars, or FC's) used for the course, and of course, if the course is taught by extension, he must also write a lesson narrative, resulting in a complete, if often voluminous, document.

2. Common Courses:

a. Staff Communications (P911). This 12-hour, six-lesson course in effective writing provides a refresher in English grammar and usage, diction, sentence construction, paragraphing, and argumentative essay development with practical exercises using common military writing formats. Preceding it is a diagnostic examination. The course begins with a lecture/demonstration by the USAF Executive Writing Team, and concludes with a 2-hour staff writing exercise requiring an argumentative-style response. References: FC 100-111, Effective Staff Communications; PT 12-2, Fundamental Writing Skills; DA Pam 310-20, Action Officers Guide; AR 340-15, Preparing Correspondence; Leggett, Prentice-Hall Handbook for Writers, 8th edition, 1982; Ostrom, Better Paragraphs, 4th edition, 1978.

b. Military Law (P915). This 12-hour, four-lesson course provides students with the information and methodology necessary to perform duties as field-grade commanders and convening authorities (military officials who perform some of the functions of district attorneys and judges) in the administration of military justice. References: The Uniform Code of Military Justice; The Manual for Courts Martial, 1984; RB 27-1, Military Law Materials.

c. Leadership (P972). This 38-hour, twelve-lesson course addresses leadership doctrine, concepts, and techniques. The course includes staff-group discussion and five lectures by prominent guest speakers. References: Lakein, How to Get Control of Your Time and Your

Life, 1973; Janis, "Groupthink," Psychology Today, 971; FC 22-1, Leader Development Program: Values; FM 26-2, Management of Stress in Army Operations; FM 22-9, Soldier Performance in Continuous Operations; FC 22-7, Creative Thinking; FM 100-1, The Army; FM 22-600-20, The Army Noncommissioned Officer Guide; FM 22-100, Military Leadership; FM 22-999 (Draft) Senior Level Leadership; AR 600-85, Alcohol and Drug Abuse Prevention and Control Program.

E. Supporting Publications. The following list details the publications that CAL writes in direct support of the College's instruction:

1. FC 22-1, Values orients commanders on the Professional Army Ethic addressed in FM 100-1, The Army.

2. RB 22-2, Commander's Link assists commanders and their spouses in filling their role in the military community and in organizing volunteer support for soldier family needs.

3. FC 22-3, Historical Readings in Military Leadership provides articles by some of the Army's most distinguished leaders, giving their thoughts on leadership. It supplements unit professional reading programs and stimulates interest in the historical accomplishments of great leaders.

4. RB 22-4, Contemporary Readings in Military Leadership provides articles on leadership by current senior Army leaders.

5. RB 22-5, Command Climate Case Study provides a division-level case study on command climate. It offers a broader, more long-range, effective method dealing with contemporary leadership issues, such as sexual harassment, drug and alcohol abuse, and racial disharmony.

6. RB 22-6, Ethics raises leaders' awareness of ethical impact of decisions using true-to-life case studies. (Under production.)

7. FC 22-7, Creative Thinking provides material on the most important concepts and techniques of applied creative thinking. Creative thinkers do not think in terms of problems; they think in terms of opportunities.

8. RB 22-8, Stress on the Battlefield contains selected current articles addressing stress on the battlefield. (Under production.)

9. FC 100-111, Effective Staff Communication describes the conventions and techniques of effective writing and speaking. It includes sample papers, formats, and grading guides.

10. PT 12-2, Fundamental Writing Skills is a programmed text describing the conventions of proper diction, sentence structure, paragraphing, and essay structuring.

F. Curriculum Supporting Materials. Here is detailed writing that may be used in class but that is not written primarily for such use. However, it directly relates to the curriculum because it influences instructor knowledge and ability, helps to shape official doctrine and training, or directly influences Army leaders whether they are in the classroom, conference, library, or in the field.

1. Field Manuals (FMs). Field manuals are the Army's primary means of passing doctrine and technical applications of doctrine to the field.

a. FM 22-100, Leadership is the Army's basic document for leadership doctrine. The FM defines leadership as the process by which a soldier influences others to accomplish the mission and explains this influence in terms of what that soldier must "BE, KNOW, and DO" to be effective. (Center authorship.)

b. FM 22-101, Leadership Counseling will be a companion volume to FM 22-100 and will detail counseling theory, responsibility, and techniques. (Center authorship.)

c. FM 22-999, Senior-Level Leadership will focus on leaders in command and staff positions of large, complex organizations, battalion level and above. (Center authorship.)

d. FM 16-5, Chaplain in Combat provides guidance for chaplains in the field. (Center review and contributing authorship.)

e. FM 100-1, The Army, the fundamental field manual in the Army, delineates the principles governing the employment of the Army in support of national objectives. It includes a chapter on the Professional Military Ethic. (Center contributing authorship.)

2. Field Circulars (FC's). CAL writes most of its FC's for teaching. Some, however, CAL writes for other departments or for agencies outside the College.

a. FC 22-9-1, Military Professionalism assists junior leaders in preparing and teaching unit classes on professional ethics, as part of the unit's professional development program. (Center authorship.)

b. FC 22-9-2, Military Professionalism assists staff sergeants through lieutenants in preparing and teaching unit classes on professional ethics. (Center authorship.)

c. FC 22-9-3, Military Professionalism assists sergeants first class through majors in preparing and teaching unit classes on professional ethics. (Center authorship.)

d. FC 50-10, Soldier Dimensions on the Nuclear Battlefield assists junior leaders in dealing with the leadership challenges related to combat in a tactical nuclear environment. (Center contributing authorship.)

3. TRADOC Regulations. Regulations are official policy directives. TRADOC Draft Regulation, Effective Writing establishes policy and procedure regarding the minimum core and remedial instruction on communicative arts in TRADOC service schools, Reserve Officer Training Corps (ROTC) detachments, and officer candidate schools (OCS). (Center authorship.)

4. TRADOC Pamphlets. TRADOC Pam 525-28, Operational Concept for Leadership provides a plan for implementing the Army's leadership goals. (Center authorship.)

5. Training Support Packages (TSP's). TSP's are detailed sets of lesson plans usable at service schools and in field units. They provide exact terminal and intermediate training objectives and suggest class-by-class outlines, exercises, exams, references, and instructor notes. (Center authorship.)

6. Leadership Update Letters. The center distributes, Armywide, more than 1,300 copies of each quarterly issue to field commanders, service school commandants, and appropriate action officers, keeping these key people abreast of the latest in leadership and ethics doctrine, training, and activities. (Center authorship.)

7. Articles. The Center authors publish regularly in a variety of professional and academic journals for a remarkable array of audiences. Here are recent offerings:

a. "A Primer on the Airland Battle: What Every JAGC Needs to Know About His Client's Primary Business," Army Lawyer, December 1983.

b. "Due Process in Administrative Law," Soldier Support Journal, November/December 1983.

c. "I'm Giving You a Lawful Order," Army Magazine, April 1984.

d. "Legal Implications of Targeting for the Deep Attack," Military Review, Fall 1984.

e. "Be, Know, Do Leadership," Commanders Call, January 1983.

f. "A New Army Emphasis on Leadership: Be, Know, Do," Military Review, February 1983.

g. "Thoughts on Leadership," Military Review, May 1983.

h. "Sleep Loss and Its Effect in Combat," Military Review, September 1983.

i. "Military Leadership and Values," Military Review, October 1983.

j. "High Performing Staff, PART I: What is it?" Army Organizational Effectiveness Journal, January 1984.

k. "Developing Leadership," Soldiers, July 1984.

l. "Center for Army Leadership and Ethics," Soldier Support Journal, May/June 1984.

m. "A Perspective on Leadership, Management, and Command," Military Review, February 1984.

8. Papers.

a. "Leader Development and Training." Given to the Belgian Royal Military Academy, 4 April 1984.

b. "The Service Ethic." Given by LTG Vuono to the plebe class, U.S. Military Academy, 3 November 1983.

G. Instructional Methods.

1. Center instruction uses a variety of teaching modes. For the common curriculum, the communications and law instruction is mostly lecture/discussion with a 60:1 teacher-student ratio. Practical exercises,

both graded and nongraded, form a large part of the class. For the leadership classes the normal mode is the small seminar, called staffgroup or workgroup configuration, with a 15:1 ratio. Using the smaller class as a standard allows the leadership instructor to develop an intimate, thoughtful climate for reflective discussion and analysis.

2. For IDC's, the seminar group is the normal mode. In fact, the oral communication instructor uses only a 8:1 ratio, as his instruction requires a lot of teacher-student and peer interaction. Occasionally, instructors in all courses use a large lecture hall for guest speakers; however, doing so is rare except for the leadership seminar, which depends on presentations from subject-matter experts as part of the students' resources for close analysis and personal reflection. Regarding the level of teaching, CAL considers that the communications instruction is undergraduate/graduate refresher, that the law instruction is partially undergraduate/graduate refresher but, especially in the IDC's, presented at the graduate, seminar level, and that the leadership and ethics instruction is wholly graduate in nature.

3. Regarding nonresident instruction, the Center, with the other academic departments, supports 9 total correspondence programs and a USAR school enrollment of 13,950 (effective 25 July 1984).

4. Each of the three major common courses has an author-instructor who is responsible for designing, implementing, and supervising, and a supplement of other instructors to handle the large number of sections required by the student load. For example, the P911 communications course uses four-to-six primary instructors, including the oral communications author and the law author. The P972 leadership course uses all the College ACE's for most of its early instruction and then shifts the load to five

primary instructors; however, part of those instructors switch during the course because of a shift in content as the semester progresses. The military law instructor, because he is the only lawyer on the staff and because of the specialized nature of his material, must use military lawyers from the College students as his additional instructors. The Center is considering shifting an instructor position to add another lawyer to the faculty.

5. In preparation to teach, all instructors must attend a 70-hour, faculty development course. After that, each teaching branch regularly conducts practice and review sessions before the start of the course, as a check on both new instructors and new material. As a general rule, CAL instructors prepare for previously taught instruction on the ratio of 2 hours for each 1 hour of class. For new material, the guideline is 4 hours for each hour with the students. Special considerations apply to the separate branches; for example, the communications instructors take additional time for "grading calibration," making sure that they fairly well agree as to a paper's subjective worth. In general, all instructors keep abreast of the latest developments in subject matter and teaching methods for their courses. The unique feature of the College student body is that it is by no means homogeneous in experience or education. Instructors must prepare to deal at once with a student who has practically no real notion of the material and a student who may be as familiar with it as the instructor. Finally, the authors must present their courses in detail to the Center Director (and often to the Deputy Commandant, who takes an active, frequent interest in such affairs), in pre- (or post-) instructional conference, or PIC. This procedure serves to align all courses with Center and College policy and to ensure high quality content.

6. As do the other departments of the College, the Center collects comment sheets from the students of all of its courses. In addition, CAL profits from surveys taken by the ACE's, who are usually very close to their students' feelings. Third, branch chiefs and the center director regularly sit in on classes, both to stay current and to judge the quality of the teaching. Finally, CAL again evaluates each major course in detail during the post-instructional conference, during which the course author presents to the director a complete review of the course as it was: statistics, outline, narrative analysis, lessons learned, etc., and makes and listens to suggestions for improving the course.

7. Much of the change in the Center's instruction stems directly from the process of assessment outlined above. As mentioned, many members of the student body have just come from using the most current information and procedures in their specialties. In fact, a great deal of what the College and the Center do revolves around teaching every student about what the others do, enabling each to work as a team member of a unit staff or unit leadership group. Student comment sheets come from both neophytes and experts in all fields, thus providing quick, germane analysis of what the College is doing now and what it should be doing in the future. CAL plans for this and depends greatly on it for developing its instruction. The other primary way CAL evolves what it teaches is through liaison visits, conferences, teleconferencing, and corresponding with its colleagues in the field and in other institutions, whether academic, federal, or corporate. CAL spends much of its resources accomplishing that interchange becuase it is vital to good instruction.

H. ACE Activities.

1. CAL's five ACE's follow an academic counselor-evaluator (ACE) program to aid the student's professional and personal development and to evaluate formally that development and his collegiate performance.

2. An ACE advises his students both formally and informally, both as a group and as individuals. The formal counseling consists of scheduled classes, especially at the beginning of the course, and of official counseling sessions to tell the students where they are and where they ought to be going. Informally, there is "ACE time" for advising students on recent policy decisions, for discussing the conduct of the semester or of a particular course, and for discussing general matters. Further, the ACE does much individual counseling at the student's request and away from the classroom. One-on-one desk-side discussions are helpful and frequent for students needing guidance. Lastly, the ACE also is a social leader for the staff group and supplies much good advice during the informal settings that result.

3. As indicated above, the ACE is very much involved with a lot of advising. In fact, CAL records indicate that the typical ACE spends close to 500 hours per year in ACE activities, a large part of which is personal counseling, initially at the rate of at least 1 hour per student per week. (However, an ACE receives no special break from instructional or research duties merely because of his ACE assignments and requirements.)

4. The student reaction to advice is measured by the ACE in two ways. First, during ACE week, the ACE and his staff group set student goals regarding staffgroup interaction and personal conduct, and the ACE and his student leaders formally discuss group and individual progress regularly. Second, the ACE monitors his students' academic progress by receiving test scores and narrative evaluations and by directly observing student classroom

and informal performance. In fact, the ACE is the grader for some of the student work, for example, the book reports. Besides this monitoring, the ACE will seek out instructors of troubled students, in an effort to modify and assess his counseling. Finally, evaluations of the students and the evaluations of the class director and his staff provide valuable assessments of both student and ACE performance.

5. Just as it focuses Army leadership concerns, the Center focuses the College's leadership concerns as well, and so it prepares and teaches the ACE training courses. ACE 1 is designed to train the ACE to facilitate staff group development, that is, as a small group manager and trainer. Here are the objectives of ACE 1:

a. To provide the faculty member with self-assessment.

b. To enable the faculty member to recognize individual and group behaviors.

c. To develop in the faculty member an awareness of group climate and facilitation skills.

d. To enhance the faculty member's communication skills.

e. To enhance the faculty member's counseling skills.

f. To develop an understanding of the adult learning model.

g. To assist the faculty member in obtaining and sustaining high performance in the CGSC staff group as well as faculty groups.

6. The ACE learns to understand the workings of group dynamics and leadership and so guides the staff group from its origin as a handful of unrelated specialists to its graduation as a unified, experienced team. Currently, ACE 1 training consists of four, 4-hour sessions. ACE 2 is designed to prepare the ACE's to facilitate the P972 Leadership block of

instruction. During 1984, this consisted of eight lessons covering 23 hours of instruction.

I. Student Evaluation. The Center's authors use a variety of evaluation techniques, detailed as follows for the common courses:

1. P911. Effective Writing. Four short staff actions of increasing complexity and one staff action of 500 to 750 words, all done in writing, in class, under time, subjectively graded.

2. P915. Military Law. One open-book, objective and short-answer, take-home exam. Questions designed at the synthesis level, using "real-world" legal problems requiring the application of legal principles to solve military justice problems.

3. P972. Leadership. A paper of about one hundred words synthesizing military leadership concepts by comparing the student's own leadership philosophy to Army doctrine, and one unannounced, in-class, objective exam on ethics.

J. Other Activities. Besides its CGSC teaching chores, CAL does two other major activities related to that teaching.

1. First, it functions as a research coordinator, serving as a common bond between other agencies engaged in Army leadership and ethics research. For example, the Center is currently coordinating research studies involving the leadership skills and competencies required at each level of command and staff to execute the new Army fighting doctrine (AirLand Battle 2000, Army 21), the effects of stress and of sleep deprivation on decision making, and how best to use the burgeoning capabilities of the new electronic technology. In addition, the Center regularly reviews research and doctrinal literature, both in draft and final stages, offering constructive criticism. To do this effectively, the Center

uses computer teleconferencing and information networks. CAL serves as a source of advice and review for the entire College faculty and the Deputy Commandant. For example, the staff communications branch hosted the U.S. Military Academy Writing Workshop (July 1984) for the faculty's writing development.

2. Second, CAL provides training sessions for subordinate-school faculty and for field leaders and trainers. Last year's activities included two train-the-trainer workshops. Further, CAL has a unique, on-site, 4-week Leadership and Management Development Trainers' Course (LMDTC) designed to produce trainers fully capable of conducting their own 5-day Leadership and Management Development Course (LMDC) for their unit personnel. This year's program included 5 posts and trained 43 trainers. Next year's program includes eight more posts. CAL's faculty also supply all service schools with training support packages (TSPs)--complete lesson plans in staff communications, in leadership, and in ethics. The packages offer curriculum guidance and lesson support for the whole spectrum of Army students: Active Army, National Guard, Army Reserve, ROTC; enlisted, NCO, WO, and officer. By so doing, CAL greatly influences the abilities and attitudes of the CGSC students before they arrive at Fort Leavenworth as well as after they are enrolled. An extra benefit comes from using the other schools' faculty to help design and develop the packages during special working conferences, for example the TRADOC Writers' Conference (April 1984).

K. Conferences.

1. Leadership Conference. In addition to the training conferences and workshops described above, CAL annually sponsors an important, 3-day conference called the Armywide Leadership Conference (LC), or as it was dubbed in the year of its inception, Leadership Conference 82. The

magnitude of this activity reflects the truly Armywide momentum toward implementing the Army Leadership Goal. LC 83 had more than 140 participants representing seventy-plus organizations, including overseas commands. The attendees exchanged a tremendous amount of information on the latest Army programs and the activities in the schools and field, with a wide range of other key people. The theme of LC 83 was "Leader Development in an Army of Excellence." LC 83 fulfilled three major needs:

a. Information Exchange. Nineteen conference sessions addressed a variety of contemporary topics focusing on linking leadership doctrine with service school instruction and field unit training. The sessions especially emphasized the linking of officer, WO, and NCO officer leadership training.

b. Professional Development. General officer participation provided an opportunity to hear and discuss the insights of key senior Army leaders. General Richardson, TRADOC Commander, provided the keynote address. General Wickham, Army Chief of Staff, delivered the closing remarks. Additionally, some unique speakers added a special dimension to the conference. LTC Barry Bridger, USAF, Vietnam POW for 8 years, discussed the ethical and moral dimensions of leadership under adversity. Dr. Edgar Puryear, a noted author and historian, delivered a presentation entitled "The Role of Character in Leadership."

c. Workgroup Discussions. Divided into 11 small workgroups, the participants discussed key topics and briefed summaries and recommendations to the Deputy Commandant.

d. The center is now developing plans for LC 84, with a theme of "Meeting the Challenge." CAL anticipates even larger attendence than last year and has invited representatives from other services.

2. Blue Ribbon Safety Panel (May 1984). An annual conference of noted major civilian corporation safety experts (Standard Oil, Yellow Freight, Johnson & Johnson, U.S. Steel, and United Air Lines) and Army personnel. CAL hosts the conference with the aim of integrating safety awareness into the Army's leader training system to influence positive attitudes toward accident prevention without degrading combat readiness or combat effectiveness.

L. The Center regularly hosts leadership researchers from official defense agencies in a continuous update of the CAL director and staff on the progress and findings of current projects.

M. The nature of the Center's work demands much face-to-face discussion. The conference list, therefore, is extensive. Here, for example, is a list of conferences attended just during the last fiscal year:

1. The Joint Services Conference on Professional Ethics (January 1984).

2. Panel Discussion on the Ethics of Nuclear War for Fort Leonard Wood commanders and chaplains (July 1984).

3. The Authors Conference for the US and German International Army Staff Talks on Leadership (August 1984).

4. The US Marine Corps Fourth MG John H. Russell Leadership Conference (May 1984).

5. The Army National Guard Bureau Workshop on Leadership (February 1984).

6. The Chaplains TRADOC/FORSCOM Conference on Leadership and Ethics (October 1984).

7. The Military Research Conference (July, 1984).

8. The Air Force Symposium on Leadership (April 1984).

9. The Soldier Support Center's Stress Conference (April 1984).

10. The United Kingdom/US Army Staff Talks (February 1984).

11. The American Society for Training Development's National Conference and Exposition (May 1984).

N. Each month from August through May, the Center sponsors speakers for the Omar N. Bradley Lecture Series. The speakers are prominent citizens--especially those who have experienced firsthand a significant military experience or achieved a high reputation in industry, government, or a profession. The list of previous speakers includes Senators, Congressmen, senior governmental leaders, retired general officers, university chancellors and presidents, corporate executives, federal judges, athletic coaches, and even a former national president of Students for a Democratic Society. Their topics varied widely but concerned the field of leadership. Sixty-five students and 25 staff-and-faculty members are invited to an hour-long lecture. After a question-and-answer period, 30 students and staff-and-faculty members attend a dinner for the speaker and a follow-on discussion of the lecture remarks.

IV. MISSION CONTINUITY.

A. Continuity of the Branches.

1. Training Development (TD). A major goal in training and development is to modernize teaching strategies and methodologies. Several opportunities exist to adapt the interactive video disc systems to teaching leadership, and CAL is investigating the posibilities already. In addition, the business and academic worlds use numerous simulations and games that replicate business situations. This technology and inventiveness may be adaptable to military leadership training, making school training more effective than it currently is.

2. Staff Communications (SC). A major goal of this unit is to visit periodically the other TRADOC schools to observe and guide their staff communications programs, helping to establish a better TRADOC communications training program, in line with SC's charter as the TRADOC proponent for such matters. Accomplishing the goal depends on having full staffing, however. A second goal is to establish a communications center in Bell Hall for students and for staff and faculty. Such a center could provide assistance on specific writing projects through expert advice, volunteer tutors, reference materials, instructional aids, word-processing equipment, and computer programs capable of reviewing essentials, of giving practice exercises and exams, and even of analyzing prose texts and explaining possible improvements.

3. Law. No major changes are planned for the next 5 years. However, the course materials and lesson plans are currently being rewritten to conform to the changes made by the Military Justice Act of 1983 and the Manual for Courts-Martial, 1984, which replaced the 1969 manual. In addition, conforming to the guidance given to focus on warfighting will cause an increased emphasis on the law of war, with a corresponding decreased emphasis on some of the technical aspects of criminal law. Further, instructional materials will continue to be edited to reduce "legalese" and to condense them, making them more meaningful and more usable.

4. Research, Doctrine, and Concepts (RDC). To establish a continuous, comprehensive system for identifying leadership needs for the AirLand Battle doctrine, RCD will seek a systematic approach to concept and doctrine development, one that supports the sequential, progressive leader development system. The goal is to integrate leadership and ethics research with the appropriate systems and levels of the Army. In addition, RDC will

assist in establishing a leadership, ethics, and safety awareness resource library. Further, the branch will enhance the current capabilities of the Armywide leadership teleconference network by connecting with other defense agencies' leadership research departments. Finally, the branch will actively pursue producing leadership articles, research, and manuals.

5. Leadership Instruction. The first goal of this section is to keep the instruction up-to-date with current doctrine and field practice, with special attention paid to integrating the courses into the sequential and progressive leader development system so that the material is linked to other Army leadership levels by a common doctrine. A second concern is to incorporate the latest in teaching techniques, including innovations found in academic and business instruction.

6. Ethics. The Ethics Branch intends to adapt the instructional material in professional ethics to the needs of the Reserve and National Guard forces. Another goal is to develop a means to provide information and recommendations to the Department of the Army and to other agencies concerned with forming policy affecting the Army's professional and ethical climate. Finally, the branch intends to expand its relationships with other services and other agencies concerned with professional ethics.

B. Continuity of CAL. Generally, the Center's activities will be guided by the goals set out in its Five-Year Plan, as follows:

1. To organize and resource the Center properly. Because CAL is new, this goal is especially important. The future of CAL depends on it.

2. To create an Armywide leadership network. In the past, too often the approach to leadership training and assessment has been fragmented and disunified, too heavily dependent on the personal skills and experiences of the person directing it. While quite usually the individual was

competent, occasionally he was not, and always he was limited in his awareness of others' skills and abilities. Linking leadership researchers, decisionmakers, and practitioners should open an encyclopedia of information and techniques previously unavailable.

3. To identify leadership needs. CAL intends to help put into place an effective leadership research structure that will fully support a sequential and progressive leadership development system in the schools and the field. The first step in creating effective doctrine and in training leaders or leadership instructors lies in discovering the raw materials of the subject and where and how to apply that material.

4. To produce leadership research, doctrine, and training programs. CAL, will be directly concerned with translating the identified leadership needs into accurate, usable training and operational products for the Army. An important project here is completing FM 22-999, Senior-level Leadership, a document designed as a doctrinal statement for leadership at the battalion-, brigade-, and division-sized unit level. The center assumed proponency for unit cohesion, and with it responsibility for updating another key publication, FM 22-8, Military Unit Cohesion. In addition, the center is developing a 2-week leadership-instructor training course and an implementing system that will allow every leadership instructor to take the course, regardless of assignment.

5. To deliver leadership, ethics, and communications material to the field. This goal will involve a great deal of Center effort, as trainers in the schools and fields will need a complete generic development plan and set of materials to function best.

6. To influence leadership policy decisions. The Center will work to improve its communications with the DA leadership decision makers and

with other key people who fashion Army policy, for example, HQ TRADOC, the Army Research Institute, and the Army War College.

C. Leadership--1985. On 10 December 1984, the Secretary of the Army and the Chief of Staff of the Army jointly announced Leadership as the Army theme for 1985. As the Army's proponent for all leadership doctrine, research, training, and education, the Center for Army Leadership will be providing significant contributions into the TRADOC Action Plan supporting this year's theme. Key Center projects include:

1. The development of a Senior Leadership field manual.

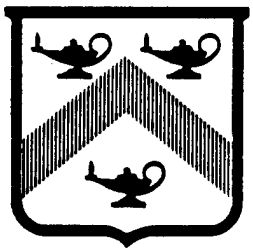
2. A manual of Soldier-Team Development.

3. A series of Training Circulars that will assist junior leaders in conducting unit professional development classes on military ethics.

A number of on-going programs will also be expanded. The Leadership Development Trainers' Course (designed to train local instructors on how to teach a 1-week leadership seminar for staff sergeants through captains) is being expanded to overseas major Army commands and Reserve Components units this year. The Army's Effective Writing Program, designed to teach better writing skills, will also be expanded this year.

D. Summary Assessment. The self-study has highlighted the very real need to match CAL's mission and functions with its resources, a subject of some concern to the director. As the Center evolves over the next few years, it will certainly assume additional functions, some generated from self-realizations and some assigned from higher headquarters. Some of these already identified include the 1985 Army theme of Leadership, cohesion proponency, safety awareness, the WO advanced course, and the functional leadership courses. A major concern will be expanding our resources to meet

our expanding assignments. The strength of the Center lies in the strengths of the people who make it up. They are capable people chosen properly for their jobs, and they are dedicated because they can see that what they do has an immediate and profound impact on their Army. This strength must be nourished, and it must be replenished, if the Center is to remain potent.



# SECTION TWO

## THREE NEW SCHOOLS

## COMBINED ARMS AND SERVICES STAFF SCHOOL

## SCHOOL OF ADVANCED MILITARY STUDIES

## SCHOOL FOR PROFESSIONAL DEVELOPMENT

# CHAPTER 16

# COMBINED ARMS AND SERVICES STAFF SCHOOL

## COMBINED ARMS AND SERVICES STAFF SCHOOL

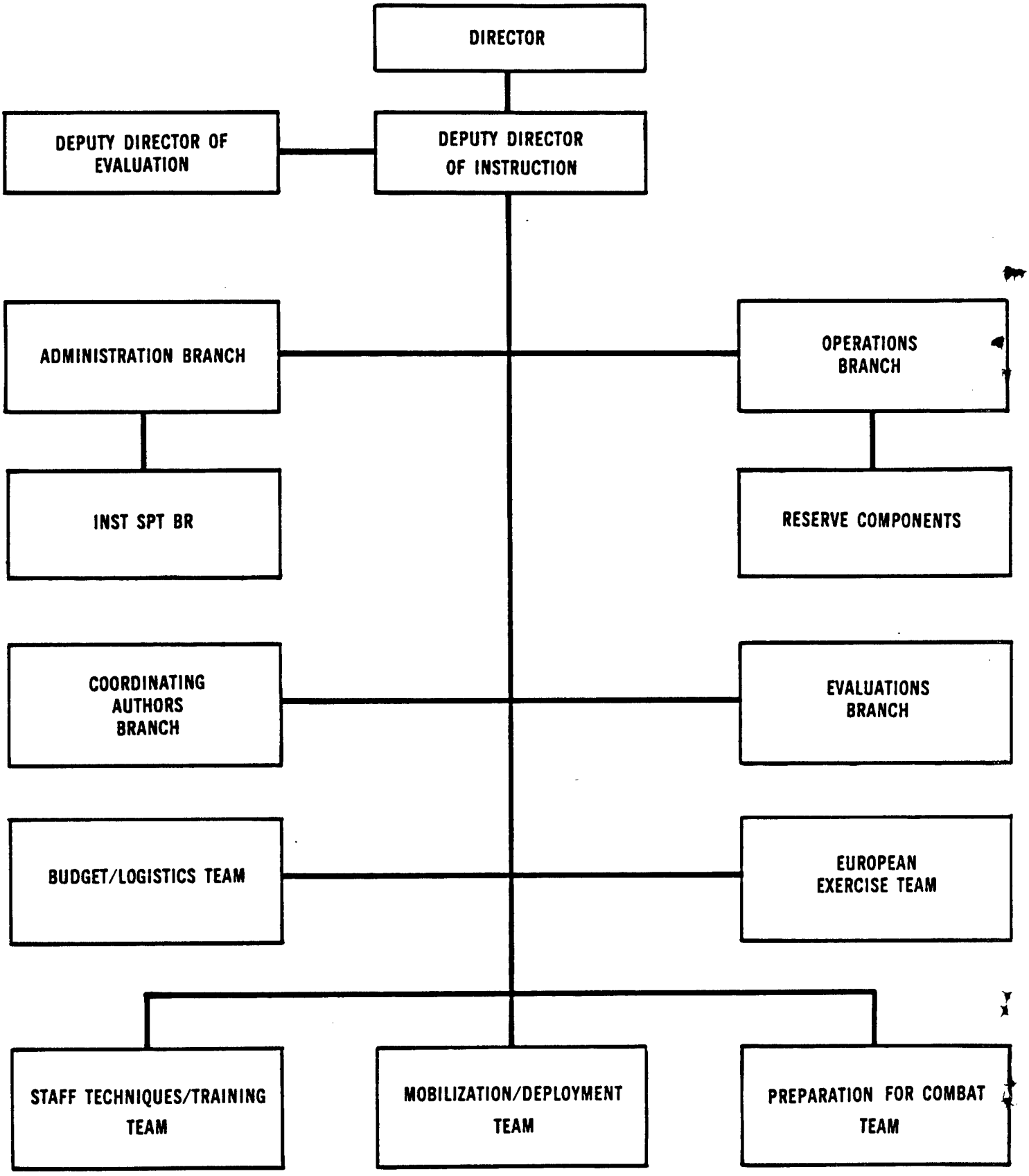



Figure 25.

COMBINED ARMS AND SERVICES STAFF SCHOOL

I. MISSION.

A. Mission. The Combined Arms and Services Staff School ($CAS^3$) was established in 1980 to correct a deficiency in the training of staff officers. In 1977, the Army made an extensive study of officer education called the Review of Education and Training of Officers (RETO). One of the recommendations of the study group was that all officers be more precisely trained in staff skills. The $CAS^3$ program was created as a result of this recommendation and is designed for officers in the rank of captain.

1. The mission of $CAS^3$ was mandated by the RETO study: "The mission of the Combined Arms and Services Staff School is to train officers of the Active Army and Reserve Components, worldwide, to function as staff officers with the Army in the field." This specific mission statement was most helpful in the development of the educational program. Throughout the development and implementation stage, $CAS^3$ has focused on the mission statement; it has enabled $CAS^3$ to turn aside requests to teach content outside of the assigned mission.

2. To perform the assigned mission, $CAS^3$ performs the following functions:

a. Manages the Program. This function includes all of the other functions necessary to perform the mission. The $CAS^3$ educational program is divided into two phases, each quite different from the other. Phase I is the nonresident program; Phase II is the resident portion.

b. Teaches the Course. Since Phase I is nonresident, the word "manage" applies to this function. Phase II is the resident portion; it is taught by experienced lieutenant colonels who present the entire

course to a staff group of 12 senior captains. The goals of the course are four:

(1) Improve communication skills.

(2) Improve the ability to analyze and solve military problems.

(3) Improve the ability to interact and coordinate as a member of a staff.

(4) Improve the understanding of Army organization, operations, and procedures.

c. Maintains the Course. Staff leaders generally teach two 9-week classes and then spend 9 weeks planning, writing, and revising curriculum materials.

d. Performs On-Post Coordination. The $CAS^3$ program, at present, operates as a department within CGSC. It must, therefore, coordinate its activities within CGSC as well as Fort Leavenworth at large.

e. Performs Armywide Coordination. The $CAS^3$ program is one of a sequence of Army schools for officers, and, as such, the program must be coordinated with other Army schools as well as other Army agencies.

f. Plans for Expansion. The $CAS^3$ course has been taught since 1981 and is scheduled for increased enrollment in FY 85 and FY 86. Preparing plans for increased enrollment is an important function for the next year.

g. Provides Representation. This is a public relations function. It consists of providing information to all interested parties, but concentrating especially on the Army community.

h. Maintains and Supports Army Doctrine. Although developing doctrine is not a major part of its primary mission, $CAS^3$ must monitor current doctrinal changes and incorporate these changes into its curriculum.

i. Role Models. The officers who teach and administer the $CAS^3$ program must serve as role models for those junior officers who attend the course. Staff Leaders are expected to exemplify leadership and operational skills as well as ethical qualities.

j. Performs Evaluation. The $CAS^3$ program must collect evaluative information on the skills of its graduates, the content of the course, and the methodology of its teaching to plan for improving the course.

II. RESOURCE AND ORGANIZATION.

A. Personnel. There are 39 officers, 4 civilians and 1 NCO assigned to $CAS^3$. The personnel resources are organized as shown at figure 25. Although human resources are generally adequate for mission accomplishment, several problems exist. The $CAS^3$ program has an unmet requirement for expertise in the area of student and program evaluation. A hiring action is ongoing that should provide $CAS^3$ with the needed help. Another problem concerns slow progress in automating administrative procedures. There are plans to hire people to perform these services, but the process has been slow and has caused $CAS^3$ to fall behind in its automation development. Finally, there is a shortage of civilian or enlisted support help; this deficiency makes it necessary for lieutenant colonels and other highly trained staff members to spend time duplicating materials, running errands, and performing other support tasks. Yet even though there are some problems, morale is good and most of the personnel problems appear to be on the way to solution. In 1985 and 1986, however, the $CAS^3$ enrollment will

probably triple. This expansion means that officer, NCO, and civilian personnel requirements will be increased proportionately.

B. Funds. The $CAS^3$ organization functions as a CGSC department, and its budgetary functions are handled by CGSC financial managers. There are adequate financial resources to support mission accomplishment.

C. Facilities. The $CAS^3$ program has, at present, 19 officers, 4 large classroms, and Building 194. Each classroom can hold four staff groups; another four staff groups are housed in Building 194. When the new Bell Hall wing is completed in 1985, it will have staff rooms for 55 staff groups and 23 faculty and administrative offices. Completion of this new Bell Hall wing, combined with the facilities now in use, will give $CAS^3$ the physical facilities to provide staff training to every captain in the US Army.

III. MISSION ACCOMPLISHMENT.

A. The mission of $CAS^3$ is to train staff officers, and, at present, the program's output is about 1,200 graduation per year. At full implementation, the output will be about 4,000 to 4,500 per year. The nonresident Phase I consists of 140 hours of instruction divided into 14 modules. These modules were designed to provide background information needed for Phase II. Phase II is the 9-week resident portion of the course and is subdivided into six exercises linked together by a course-long scenario. The $CAS^3$ staff and faculty have tried to determine the extent to which the program has improved staff officer skills. One approach to this problem was to determine student perceptions of skill mastery before and after Phase II resident instruction. Students were asked to rate their skills in the four goals of $CAS^3$ instruction: communication, problem solving, staff interaction, and knowledge of Army organization, operations,

and procedures. Students reported a significant improvement in each of these areas. Supervisors of graduates were also asked about their skills. These post-instructional appraisals showed that supervisors felt that $CAS^3$ instruction produced a quality graduate. A complete discussion of this may be found in the article by Michael Anderson, provided as a supplement to this study.

B. In addition to the formal study, other information on mission accomplishment has been collected by means of students' meeting with the director, by course evaluations, and by miscellaneous other methods. Nearly all of this feedback has been favorable and shows that $CAS^3$ is accomplishing its mission.

C. The mission of $CAS^3$ is rather narrow and specific, but certain activities indirectly related to mission also have been completed. Speakers from $CAS^3$ have actively represented the program to visiting officers, to attendees at the Pre-Command Course, to the Army at large, and to a lesser extent, to the general public. Staff members have published several articles in the Military Review and participated in a variety of professionally enhancing activities.

IV. MISSION CONTINUITY.

A. Perhaps the best evidence of the expected mission continuity of $CAS^3$ is the partially completed wing of Bell Hall which will house the expanded program. The building is more than half-completed; specific plans to build quarters for officers attending $CAS^3$ also have been completed and construction will begin soon. Not only building plans, but other kinds of plans are in process or have been completed both at Fort Leavenworth and

elsewhere within the Army. Several issues remain unresolved in the planning process: the exact number of officers who will attend CAS$^3$ each year and the role of CAS$^3$ in the Reserve Components. The final resolution of these problems, however, should have no effect on mission continuity. In short, the future of the CAS$^3$ program appears to be most positive.

# CHAPTER 17

# SCHOOL OF ADVANCED MILITARY STUDIES

## SCHOOL OF ADVANCED MILITARY STUDIES

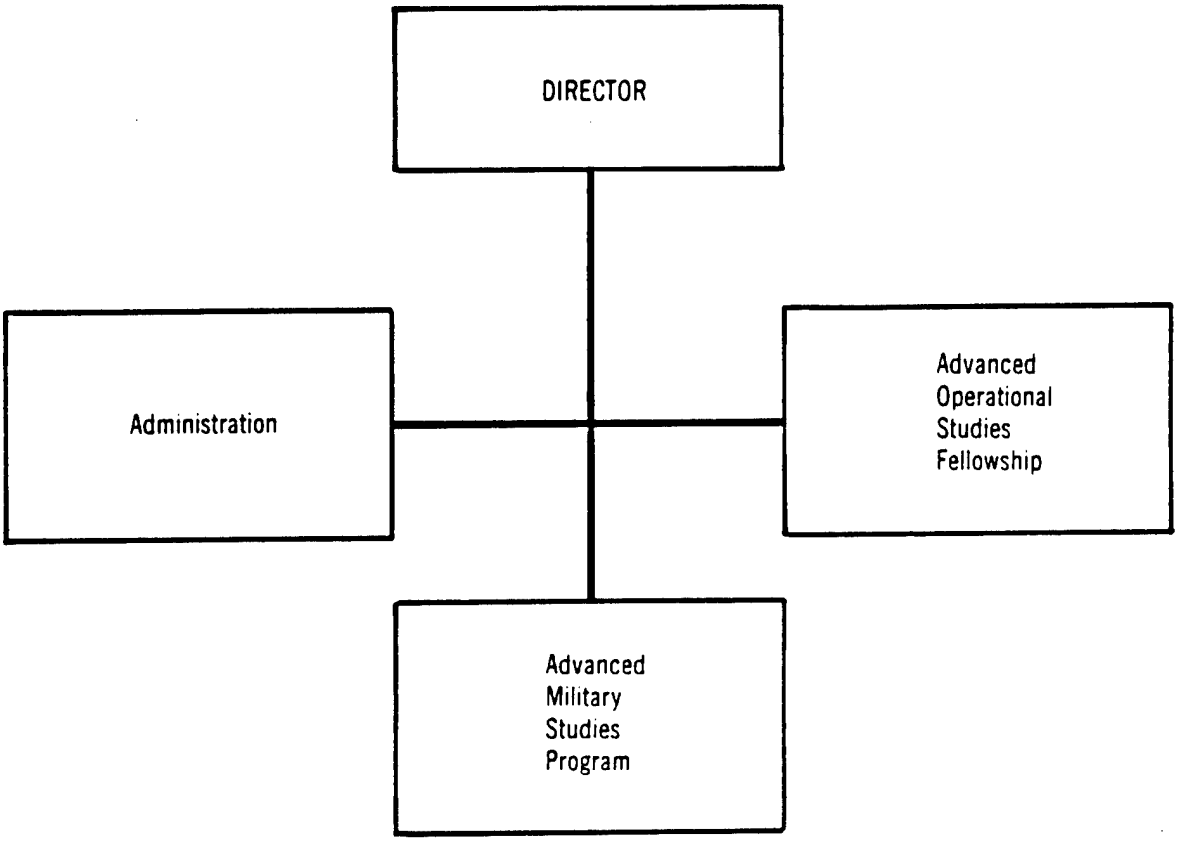



Figure 26.

SCHOOL OF ADVANCED MILITARY STUDIES

I. HISTORICAL BACKGROUND.

A. On 28 December 1982, General Glenn Otis, CG, TRADOC, approved implementation of this course on a pilot basis beginning June 1983. General Otis stipulated: (1) that attendance should be limited to officers with specialty codes 54 (operations and force development) and 92 (supply operations), but several weeks later added 35 (military intelligence); (2) that the first 2 academic years would have 12 students each followed by expansion to 24, 60, and 96; and (3) that for the first 2 years all resources would come from existing CGSC assets.

B. On 10 January 1983, a curriculum development cell was established under the DAO to write the curriculum for the second year program. The cell consisted of two officers. Both officers had advanced degrees in military history and previous instructional experience. The development cell drafted a plan that called for approximately 50 percent of the curriculum to be developed by June 1983, with follow-on work continuing through AY 83-84. In April 1983 General William R. Richardson, General Otis' successor as CG, TRADOC, directed the acceleration of the program to incorporate 24 students in AY 84-85, 48 in 85-86, and 96 in 86-87. He also authorized TRADOC monies and additional personnel spaces to support expansion of the program.

C. Student selection for AY 83-84 was conducted in January and February 1983. Twelve officers were ultimately selected by a CGSC selection board composed of department heads and then coordinated with the US Army Military Personnel Center. Subsequently two officers were added, one from the Naval Command and Staff College and one from CGSO course in specialty code 41, (personnel administration).

D. The first academic year, AY 83-84, was conducted on a personnel "shoestring," but accomplished the course objectives with the 14 students in the pilot course. Personnel fill expanded gradually from the formation of the Advanced Military Studies Department in June 1983 until graduation in May 1984. At this time, the department consisted of a director, O-6; three seminar leaders, O-5; an XO, O-3; an administrative NCO E-7; an administrative specialist, E-4; and a secretary, GS-4. This group prepared, taught, and evaluated 1,356 hours of instruction during AY 83-84. Highlights of the year included a trip to the 69th Infantry Brigade (Kansas ARNG) at Fort Riley and trips to Strategic Air Command; Military Airlift Command; Tactical Air Command; Supreme Allied Command, Atlantic; Second Fleet; Fleet Marine Force, Atlantic; Department of the Army Headquarters; and the Joint Chiefs of Staff. In addition students participated as corps staff officers in Exercise Crested Eagle in Europe and Exercise Team Spirit in Korea. The participation in joint exercises and conduct of oral comprehensive examinations at the end of the year indicated to the faculty that all students had met the three course goals: development of a refined military judgment; enhanced problem solving, communications, planning, and leadership skills; and a more mature understanding of the values of loyalty to the Army and the nation, personal responsibility, and selfless service. Additional highlights for the year were General Matthew B. Ridgway's presentation "Troop Leadership at the Operational Level: The Eighth Army in Korea," General Donn A. Starry's remarks at the SAMS Dining-In, and General William R. Richardson's graduation address on 18 May 1984.

E. The second class of SAMS began on 18 June 1984 with 24 students organized into two seminars of 12 each. Each seminar has a primary seminar leader and two alternate seminar leaders. The four alternate seminar

leaders will become primary seminar leaders when SAMS expands to 48 students (four seminars of 12 each) in AY 85-86. The AY 84-85 curriculum is in broad outline comparable to the first pilot course. Major modifications include the substitution of a 4-week "Theoretical Foundations of War" course for the 3-week course introduction of the previous year, a restructuring of the Joint and Combined Operations course, and a much greater amount of definition for all tactical and operational exercises. Current expansion plans call for 48 students for the next several academic years, followed by a gradual expansion to 96 when the needs of the Army for SAMS graduates have been more fully assessed.

II. MISSION.

A. Mission. The mission of the School of Advanced Military Studies is to develop a cadre of general staff officers who understand in depth the theoretical dynamics of war at the tactical and operational levels; who are thoroughly familiar with the historical experience of our own and other armies in attempting to cope with these dynamics; and who are thus able to adapt the operating principles derived from this experience to the changing requirements and conditions of the battlefield.

B. Student Goals. In pursuit of this objective, student development is evaluated against the following criteria:

1. To what extent is the student internalizing and expressing--

a. The professional soldierly qualities of commitment, competence, candor, and courage?

b. The Army's ethical values of loyalty to the institution, loyalty to the unit, personal responsibility, and selfless service?

c. The dictum "Be more than you appear to be"?

2. To what extent is the student developing a refined military judgment as a result of his in-depth study of theory, doctrine, and application techniques relating to--

a. Preparation for war?

b. Combined arms warfare?

c. The operational level of warfare?

d. Joint and combined operations?

e. Low-intensity conflict?

f. Command and Control (to include leadership and understanding of the human dimension of war)?

g. Change management?

3. To what extent is the student developing high-level skills in--

a. Analytical and synthetic reasoning?

b. Clear and concise oral and written communications?

c. Intellectual leadership in consensus building?

d. Effective team membership?

e. Effective leadership?

C. Functions. In accordance with the above mission and student goals, the School of Advanced Military Studies performs the following functions:

1. Faculty identification, recruitment, preparation, professional development, evaluation, and post-SAMS assignment.

2. Student identification, recruitment, selection, education, counseling, evaluation, and post SAMS assignment.

3. Development, presentation, evaluation, and revision of the SAMS curriculum.

4. Preparation, distribution, evaluation, and revision of course syllabi, lesson outlines, and student and instructor notes.

5. Identification, preparation and/or procurement, and distribution of student learning materials.

6. Conduct and evaluation of seminar instruction.

7. Identification, solicitation, and presentation of expert guest discussants.

8. Organization, coordination, conduct, and evaluation of special exercises, labs, field visits, and war games.

9. Development and management of the school budget.

10. Routine school-supporting administration, to include personnel administration, classroom preparation, clerical support, security, safety and fire prevention, routine distribution and suspenses, all classroom services, and class director functions.

11. Review of key doctrinal manuals and operational concepts for the Commandant and Deputy Commandant.

12. Advancement of the art and science of war by the publication of student and faculty studies.

13. Development and oversight of the US Army War College Advanced Operational Studies Fellowship Program as agent for Commander, CAC, and the Commandant, USAWC.

III. RESOURCES AND ORGANIZATION.

A. Human Resources. The School of Advanced Military Studies comprises a director (COL) and deputy director (LTC), a professional military and civilian faculty, and an administrative staff. Currently, the professional faculty consists of two LTC seminar leaders and four LTC assistant seminar leaders (in preparation for expansion next year to four seminars), a staff theoretician, and a staff historian. At steady-state, the faculty will comprise a seminar leader and assistant seminar leader for each seminar,

together with the theoretician and historian. The administrative staff comprises an executive officer (MAJ), an operations NCO (E-7), an administrative specialist (E-5), a secretary/stenographer, and a clerk-typist. Full expansion of the program to its projected 96 student load will require the addition of a librarian, a war games technician, and an automation manager. The following chart depicts this organization.

B. Personnel. A quality faculty is a prerequisite to a quality education. On 30 December 1984, the Chief of Staff of the Army approved a new program which will bring five specially-selected War College students annually to the School of Advanced Military Studies as Advanced Operational Studies Fellows. Following one year as senior students and Assistant Seminar Leaders, the five AOS Fellows will automatically become Advanced Military Studies Program Seminar Leaders for one year, before moving on to key operational staff assignments. Their selection and slating by a formal Department of the Army Selection Board, and their participation in a full year of intense study and faculty preparation, promise a routinely superior annual input of Advanced Military Studies Program faculty. Names of current faculty and their academic credentials are listed in figure 27.

SAMS STAFF AND FACULTY

| RANK | NAME | POSITION | ADVANCED DEGREES |
|---|---|---|---|
| COL | H. Wass de Czege | Director | MPA (Public Administration)<br>Harvard University |
| LTC(P) | R. Sinnreich | Deputy Director | MA (Foreign Affairs)<br>Ohio State University |
| LTC | K. Carlson | Seminar Leader | MPA (International Relations)<br>Princeton University |
| LTC | T. Fergusson | Seminar Leader | MA (History), Ph.D. (History)<br>Duke University |
| LTC | J. Fulton | Seminar Leader | MA (Engineering)<br>University of Washington |
| LTC | D. Johnson | Seminar Leader | MA (History)<br>University of Michigan |
| LTC | H. Winton | Seminar Leader | MA (History) Ph.D. (History)<br>Stanford University |
| LTC | B. Zais | Seminar Leader | MA (History) Ph.D. (History)<br>Duke University |
| DAC | R. Epstein | Historian | MA (History) Ph.D. (History)<br>Temple University |
| DAC | J. Schneider | Theorist | MA (History)<br>University of Wisconsin |

Figure 27.

C. Financial Resources. Resources have been adequate to support initiation of the program. As the program reaches steady state, resourcing must remain adequate to support the travel funding associated with a large number of guest discussants, student field trips, participation in exercises, and student research.

D. Physical Resources. Since the beginning of AY 84-85, The School of Advanced Military Studies has occupied renovated space in Flint Gymnasium. While much remains to be done to improve this facility, it offers the advantages of compactness, easy access, and close proximity of faculty offices to student workspaces. However, while adequate to support four seminars and associated administration, current space is inadequate to conduct course war gaming, and will not support any additional expansion of the student load beyond the four seminars planned for AY 85-86.

IV. MISSION ACCOMPLISHMENT.

A. Description of Mission Performance.

1. Policy Creation. The Director of the School of Advanced Military Studies serves as a member of the CGSC Board of Directors and contributes in concert with the other department heads to college-wide direction under the guidance of the College Command Group. Because of the theoretical, conceptual, and future-oriented nature of the Advanced Military Studies course, as well as the follow-on assignments of its faculty and students, this contribution has a direct impact on all three elements of the CGSC mission: leader development, doctrine development, and integration of doctrine throughout the Army.

2. Curriculum Design and Management. Broad academic policy is reflected in the School's general curriculum design through four means:

general statement of philosophy, policy and guidance from the CGSC command group and the School Director, faculty recommendations, and student feedback.

a. Philosophy. The underlying philosophy of the Advanced Military Studies Program is that the study of the theory and practice of war, emphasizing tactical and operational levels, the effective use of military history, and the careful projection of contemporary trends into the future will give the graduate the refined military judgment required to 1) plan and conduct combined arms operations on any contemporary battlefield in a wide range of possible scenarios and levels of conflict, 2) prepare the Army for the demands of future war, and 3) help to shape that future. This philosophy also maintains that frequent, iterative experience is required to develop and maintain both theoretical understanding and operational skills, and that the future maturation of the officer's character is as significant as the development of his military judgment and operational skills.

b. Based on this underlying philosophy, the CGSC Command Group and the School Director shape the AMS curriculum. The Commandant and Deputy Commandant, CGSC, provide guidance reflecting their appreciation of the broad needs of the Army and their interaction with SAMS students and school faculty. This interaction takes many forms--participating in classes as guest discussants, impromptu visits to seminar discussions, and informal social activities with students and faculty members. During the academic year, the Director assesses where major curriculum changes are necessary based on observation of instruction, discussions with faculty members and students, and contact with doctrinal developers and implementers at CGSC, CAC, and the Army in the field. These assessments are then translated into the overall redesign of the curriculum for the following academic year, consisting of a time allocation to each major subcourse, a sequencing of

subcourses and exercises, and verbal and written guidance to subcourse authors. This normally occurs in March or April of each year.

c. Faculty recommendations regarding overall curriculum design are normally provided at the end of each subcourse in conjunction with individual subcourse design discussed below.

d. Student feedback tends to influence individual subcourse design more than overall curriculum design. The students' ability to influence the curriculum will increase, however, as they are equipped with microcomputers which will allow them to stay in contact with the School following graduation. This will be discussed in more detail in Evaluation Criterion 4, Mission Continuity.

3. Subcourse Design and Management. This paragraph relates to the design and development of individual subcourses (e.g. Preparing for War) within the overall course, rather than to the curriculum as a whole. Subcourse management is a somewhat more structured process than curriculum management. It consists of the following phases: preparation, presentation, analysis, and refinement.

a. Preparation includes the production and/or procurement of course syllabi, reading materials, instructional support materials to include graphics, computer hardware and software, and instructor notes. It also includes one or more preparatory faculty colloquia in which are outlined the course objectives, course materials, and suggested methods of instruction and presentation. Preparation is the responsibility of a Course Director designated for each subcourse.

b. Presentation includes the actual conduct of the seminar, guest discussion, war game exercise, or trip. Presentation is the responsibility of the seminar leader.

c. Analysis is the action taken by the course director to assess the appropriateness of the learning objectives, the degree to which the learning objectives were achieved, and whether and how the subcourse should be revised for future presentation. This process includes evaluation by both the faculty and students and may be assisted by the evaluation division of the CGSC DAO.

d. Refinement. With the approval of the SAMS Director, revisions recommended by each Course Director are incorporated into the course for presentation the following academic year. Such refinement is normally the task of the first year faculty member who will be the Course Director during the year in which such refinements are implemented.

4. Curriculum and Curricular Materials.

a. General. The SAMS curriculum consists of three major components: A core course, a Master of Military Art and Science (MMAS) thesis, and a series of eight Military Classics Colloquia (figure 28).

b. Core Course. The core course provides the student a broad theoretical and practical overview of the art of warfighting and preparing for war. Since the SAMS program is new and, to a degree, its curriculum is still experimental, individual courses are not described in the 1984-85 CGSC Catalog and Supplement. For that reason, a detailed summary of their purposes, scopes, contents, and requirements is presented at the end of this chapter to supplement the general description presented here.

(1) Subcourse 10, Foundations of Military Theory, 4 weeks.

(2) Subcourse 11, Preparing for War, 5 weeks.

(3) Subcourse 12, Tactical Theory and Practice, 6 weeks.

(4) Subcourse 13, Theory and Application of the Operational Level of War, 7 weeks.

(5) Subcourse 14, Theater and Operations, 8 weeks.

(6) Subcourse 15, Field Exercises (NATO, PACOM, CENTCOM), 6 weeks.

(7) Subcourse 16, Low-Intensity Conflict, 5 weeks.

(8) Oral Comprehensive Examinations, 1 week.

The oral comprehensive examination is administered by two faculty members to each student at the culmination of the core course. It is designed to give the student the opportunity to synthesize all he has been taught and to demonstrate his grasp of warfighting at the tactical and operational levels. It also serves as an extremely useful report to the faculty on how well they have done their jobs.

c. MMAS Thesis. The Advanced Military Studies Course is a Master of Military Art and Science Degree-producing course. Accordingly, during each of the past 2 years, students have been required to write and defend a Master's Thesis. During that same period, however, the didactic content of the course has expanded radically, and both instructor contact and students' study loads are now far greater than originally envisioned (see Pp. 159-160). Accordingly, course and thesis preparation have begun to compete to an undesirable extent for student time and effort.

In addition, by virtue of its length and associated formal administrative requirements (committee formation, prospectus presentation and approval, etc.), the thesis forces students into research and writing before the course itself is able to provide an intellectual foundation for research. Moreover, there is then no opportunity for progressive development of the student's analytical and writing skills.

## AMSP CURRICULUM

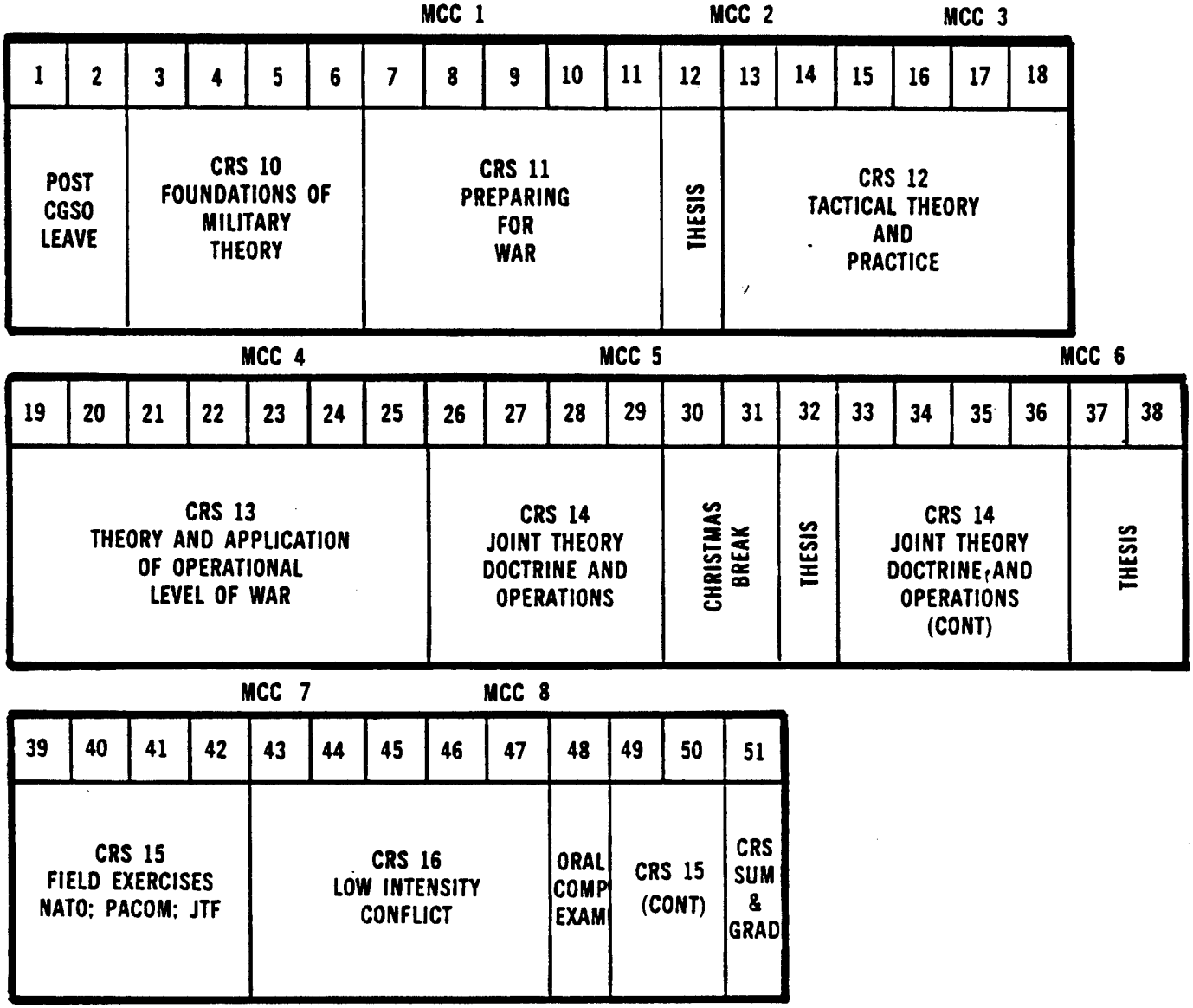



Figure 28.

Accordingly, with the full endorsement of the Academic Advisory Board, the College is seeking this year to replace the single thesis with two 30-50 page term monographs. The first is to be devoted to a tactical and the second to an operational subject (a progression generally consistent with that of the course proper). While these monographs will require the same degree of rigor and objectivity associated with the thesis, they will not require a formal committee, and only the second will be formally defended as part of the Oral Comprehensive Examination (in which the Director of Graduate Degree Programs will routinely participate).

CGSC believes that the substitution of term monographs for a single thesis will at once tailor student research and writing efforts more closely to course objectives and permit a more effective development of analytical and expositional skills. As a side benefit, the shorter length of the two monographs will make them more readily publishable, and thus more useful to the Army at large.

d. Military Classics Colloquia. The third component of the SAMS curriculum is a series of eight studies of classical works on the art of war spanning the history of war from ancient warfare to the modern Arab-Israeli Wars. These colloquia focus on the themes of strategy, tactics, logistics, generalship, technology, and the relations between armed forces and societies as they have evolved over time. Each colloquium requires all students to read a common work on the period and each student to read a more specialized monograph. Thus the colloquium builds on general knowledge of the era complemented by specialized perspectives. The Military Classics Colloquia are developed and taught by the Staff Historian and include the following topics:

(1) Ancient Warfare.

(2) The Wars of the Eighteenth Century.

(3) The French Revolution and Napoleon.

(4) The Wars of the Mid-Nineteenth Century.

(5) The Wars of the Early Twentieth Century.

(6) World War II.

(7) The Korean War.

(8) The Arab-Israeli Wars.

e. Course Materials. SAMS course materials fall into three general categories: subcourse syllabi, subcourse readings, and special study guides. A subcourse syllabus is produced for each subcourse. It outlines the overall structure of the subcourse to include the subcourse objectives, scope, content, teaching methodology, and special writing requirements. Additionally, it contains a syllabus sheet for each lesson that introduces the subject under consideration, specifies the learning objectives, establishes student requirements, and presents a list of questions for the students' consideration. Subcourse readings are either prepared books of reading materials, library books placed on reserve for student use, or specialized publications issued separately. A special study guide is a booklet which leads the student more or less step by step through a complex work such as <u>On War</u> by Carl von Clausewitz.

f. Curriculum-Supporting Materials. The primary course-supporting materials produced by the school are the engagement and battle laboratories for subcourse 12 and the exercises in support of subcourses 13 and 14. These include the terrain boards and pieces themselves, scenarios and operations orders to set the stage, game rules, and notes to instructors. The larger exercises in support of subcourses 13 and 14 require extensive computer support, and it is envisioned that SAMS

teaching requirements will push the state of the art in the evolution of exercise simulation software for instructional purposes. Additionally, faculty members take part in meetings and conferences with other groups of scholars studying the science and art of war.

g. Instruction.

(1) The School employs a variety of teaching modes, all revolving around the 12-man seminar with 2 permanently assigned faculty members. These modes include open discussion in 12-man groups, student presentations to include information briefings and battle and campaign analyses, debates, guest discussants from outside the school faculty, war gaming in small four-man cells, and participation in exercises as a member of a brigade, division, or corps staff. In addition, the students spend 1 week in the field with a Reserve Component unit to get first-hand experience with the Total Army, approximately a week and a half in field trips to selected joint headquarters, and approximately 1 month participating in a joint or combined exercise and visiting military educational institutions in allied countries. In summary, the School of Advanced Military Studies employ a wide range of teaching techniques designed to give the student a rich interactive experience in both the theory and practice of warfighting at the tactical and operational levels.

(2) Figure 28 outlines the the SAMS curriculum. Counting 4 hours per seminar discussion (to include MCC's), 8 hours per day for engagement and battle laboratories and exercises, 8 hours per day for field visits, and 12 hours per day for joint exercise participation, there are a total of 2,712 instructor contact hours. With the addition of 40 hours per week in each of the 4 thesis weeks and 40 hours for the Reserve Component Visit, there are a total of 1,356 academic hours. Because of the graduate

level of the work, the student is required to spend at least 2 hours of preparation for each hour of seminar participation. Somewhat less preparation is required for participation in the engagement and battle laboratories and exercises.

(3) As noted earlier, our instructional organization pairs two officers, a seminar leader and an assistant seminar leader, with each group of 12 students. These officers are totally responsible for the presentation of all instruction and the evaluation, guidance, and development of the students in the seminar. Given the breadth of the curriculum and the importance of the students to the future of the Army, this is an immensely challenging responsibility. Additionally, each seminar leader is the Course Director for one of the SAMS subcourses. As such, he has all the research, writing, management, and coordination responsibilities associated with overseeing course content and presentation. Beginning next year, each assistant seminar leader will be responsible during his first year for revising the course he will be directing in his second year.

(4) Preparing to teach is a vital function. We begin by selecting a lieutenant colonel with roughly 17 to 20 years of service, previous teaching experience, possession of a masters degree or Ph.D., and a broad background of tactical and operational assignments. The new instructor then spends his entire first year as understudy to an experienced faculty member--in effect learning the Advanced Military Studies course himself. By the time he becomes a seminar leader and course director, he will have both attended and revised the subcourse for which he is responsible. At least once before beginning each subcourse, and as often as necessary thereafter, the Course Director conducts a colloquium for the faculty in which he explains the objectives of the subcourse, the material

upon which the subcourse is based, and how the instructor and students can best use the material to achieve the learning objectives. Each seminar leader then divides instructional repsonsibility between himself and his assistant seminar leader based on relative experience and expertise in each lesson. The seminar leader and assistant are then responsible for mastering the material they are required to present, though throughout this process they have access to the Course Director who is the subject matter expert.

(5) Instructional assessment is performed in several ways. Command interest and involvement by the Commandant, Deputy Commandant, and Director ensure frequent informal assessments on the overall direction and thrust of the program. They are what Peters and Waterman refer to as MBWA (Management by Walking Around). This is in many ways the most significant assessment tool. In addition, instructors assess themselves and their students by gathering informally after classes to discuss how things went. Student comments are also solicited in these informal settings. In a more formal sense, each Course Director is responsible for conducting an after-action report on his subcourse, to include student and faculty evaluations. This report is the basis for refinements in teaching techniques and methodology as well as course content.

h. Counseling. The seminar leader is the student's principal advisor and mentor throughout the course. Seminar leaders provide informal advice based on day-to-day observation of the student in class. They also provide written advice on all written products. At the end of each subcourse except Subcourse 10, the seminar leader provides the student a written end-of-course evaluation in which he analyzes the student's accomplishment of the course objectives and provides advice for his continued development.

i. Evaluation. The School awards three grades--A, B, or F. A's and B's may be varied with +'s and -'s. An "A" is awarded to the student who has demonstrated an extraordinary grasp of the subcourse and who has clearly excelled among a very capable group of contemporaries. It is rarely awarded. A "B" is awarded to the student who has mastered the subcourse objectives to the satisfaction of his seminar leader. It indicates the officer is capable of making a solid and noteworthy contribution to the Army in the area of that subcourse. A grade of "F" indicates the student has, in the judgment of his seminar leader, failed to achieve the subcourse objectives. A grade of "F" on any subcourse may constitute cause for the Director to convene an Academic Board to consider whether the officer in question should remain in the program. Students are given a grade for each subcourse except Subcourse 10, Theory of War, which is not graded in order to let the students familiarize themselves with the school's method of instruction. Grades are not directly reflected on the Academic Efficiency Report. Their main purpose is to provide a vehicle for discussion between the seminar leader and the student concerning progress toward attainment of the course objectives. At the end of each subcourse except Subcourse 10, the student will be given a written and verbal analysis from the seminar leader of the extent to which he mastered the objectives of the subcourse and his general development in regard to the SAMS student goals.

j. Student Selection. Because of the unique nature of the Program, student selection is a crucial process. This process begins with a series of information briefings to each CGSC division by the Deputy Commandant and the Director, School of Advanced Military Studies. It continues in early September when students are asked for a nonbinding

indication of their intent to apply for SAMS on their preference sheets to the US Army Military Personnel Center (MILPERCEN). The deadline for filing SAMS applications occurs immediately after the visit of the MILPERCEN branch teams in late October and early November. Applications are submitted to the student's academic counselor/evaluator (ACE) who comments on the applicant's communication skills, warfighting acumen, and estimated academic potential. Applicants are then interviewed by the Director and Deputy Director, School of Advanced Military Studies. At the conclusion of the interviews, the Academic Board meets to consider applications. This normally occurs in the last 2 weeks of November. The Academic Board selects from among the applicants a number equal to the next year's class plus a designated number of alternates. This list is provided to the Commanding General, MILPERCEN, who reviews the list for suitability of file and assignment availability. Based on the MILPERCEN review, the Deputy Commandant forwards a list of officers recommended for matriculation to the Commandant, who is the final selection authority. The approved list is normally published immediately before the Christmas holiday.

k. Other Activities. The School is engaged in a wide variety of other activities. As a major source of advice to the Commandant and Deputy Commandant on doctrinal matters, the School and its faculty are closely involved in developmental activity in the areas of doctrine, force development, and force integration.

The School also is linked through its faculty with a variety of professional organizations, both military and civilian, concerned with the art and science of war. Faculty members are strongly encouraged to share their expertise and participate in conferences, publication of ideas, and

research related to the science and art of war at the tactical and operational levels.

B. Evaluation of Mission Performance.

1. Policy Creation. Present methods appear effective. The vital element in this process is maintaining the link between CGSC, the School of Advanced Military Studies, and the field army. Ongoing programs of traveling doctrine teams, frequent conferences, and student participation in joint exercises will continue to foster this link.

2. Curriculum Design. Overall the existing process has served us well. As SAMS continues to evolve, however, we will be looking for ways to incorporate feedback from SAMS graduates and former School faculty into the curriculum refinement process. Such an effort will be greatly assisted by the planned establishment of a linking microcomputer net.

3. Course Design. This process, though adequate to sustain early SAMS development, will require improvement as we reach steady-state. In particular, we will need a more systematic structure for course analysis and refinement. The new organization and procedures are in place to accomplish this, and we will begin applying these procedures this year. Our ability to do this reflects our growth as an institution in this academic year.

4. Curriculum and Curriculum Supporting Materials.

a. Curriculum. The triad of the core course, MMAS thesis and Military Classics Colloquia has proven comprehensive and effective. It conforms to Michael Howard's dictum that the evolution of military art and science must be studied in breadth, in depth, and in context. The core course and the MCC's provide breadth and context, while the MMAS thesis provides the student the opportunity to pursue a significant research question in depth. The latter, however, was the weakest area in AY 83-84.

Although the preponderance of theses demonstrated impressive research, several sub-par papers indicated the need to provide additional focus on this aspect of the curriculum. In cooperation with the Director of Graduate Degree Programs, a comprehensive plan was developed to do this. The plan includes a revised series of milestones keyed to significant events in the core course; a series of direct presentations by Dr. B. Holley, Professor of History Emeritus, Duke University, concerning how to conceive, plan, and execute a major research project; a series of project definition meetings between each student and the Director and Staff Historian to assist the student in the development of his research topics; and a series of briefings by the students to other members of their seminar after they have completed their second chapter. These measures appear to have had the desired effect.

b. Course materials. This area is still a challenge. Until very recently, the School had only half the faculty needed for proper course preparation. As a result, faculty members were forced to balance course preparation against teaching responsibilities, the latter necessarily taking priority.

As of September 1984, just enough faculty members were present to distribute course preparation responsibilities effectively. A series of Director's Memoranda has been published outlining procedures for course revision, assigning specific responsibilities to individuals, and providing guidance for the production of course material. These procedures will make it possible for a more ordered system of curriculum materials to be established by the end of the current academic year.

5. Curriculum Supporting Materials. The support material developed for Course 11, Tactical Theory and Practice, is a major success story which could have larger implications for tactical instruction

throughout the Army. The integration of terrain boards, playing pieces, orders, scenarios, and a challenging set of constantly shifting tactical circumstances provides a unique framework for the development of refined military judgment. At the higher levels of war, AY 83-84 saw some significant steps forward. Major challenges are still to be met, however, in the development of exercise techniques for brigade, division, and corps levels which will satisfy SAMS learning objectives and instructional requirements.

6. Instruction. The wide variety of instructional methods centered on the seminar mode has proven quite effective. This has been evident in student course evaluation sheets for both AY 83-84 and AY 84-85. It has also been evident in the consistent progress students have made in being able to address complex issues in a critical, logical framework as they have moved through the course. As the program continues to expand, instructor preparation will become a more vital aspect of the program. The current apprentice method provides the only satisfactory framework for this preparation. However, we need to ensure the timely arrival of new instructors before the beginning of the academic year, (this year, only one was on board at start date, and one arrived a full 2 months into the course). New instructor arrival should be early enough to permit us to establish and conduct a 1-week instructor preparation seminar during the graduation-start up interval. Such a seminar would acquaint new instructors with the philosophy, objectives, methods, and overall curriculum of the School.

7. Counseling. The seminar leader-student mentor relationship provides an ideal framework for giving the student effective advice. The experience and quality of the faculty is the key to keeping this function

vital. This is also, however, an area in which some formal instruction to new instructors would pay dividends.

8. Student Evaluation. The present system is satisfactory and appropriate to a graduate level course. The emphasis is on subjective analysis based on explicated criteria and observed performance.

9. Other Activities. Participation in outside conferences and ongoing programs of the TRADOC and Department of the Army helps to ensure that the School will remain a vital part of the Army. As we grow, however, caution will have to be exercised to ensure that our principal pedagogical function is not injured by overcommitment of staff and faculty to external programs and advisory responsibilities.

V. MISSION CONTINUITY.

A. Short-Term (5-year) Academic Goals.

1. The essential mission, student goals, and functions of the School of Advanced Military Studies should remain unchanged during the next several years. The key developmental questions are, how rapidly will SAMS expand? How will this expansion affect the nature of the student body? And how will the continued evolution of the CGSOC curriculum affect what we teach?

a. While SAMS expansion to 48 students is certain, further expansion to the target level of 96 will be deferred for a few years. Because of the long lead time involved in the recruitment and preparation of faculty members, it is essential that decisions regarding expansion be made on a timely basis. As a general rule, each decision to expand the student body should be made 2 full years before the students of that class are due to enter.

b. Expansion is certain to bring with it pressures to diversify the student input. For the moment, control over student qualifications resides almost wholly in the selection process. The sole formal restriction is to US Army officers. However, the thrust of the program is quite clearly toward the preparation of general staff officers at division and corps. As the course expands, it is essential that however students are recruited and selected, neither this focus nor the associated course content and rigor be distorted.

c. As the CGSO course evolves, officers will enter SAMS with better developed skills in tactics and operations. This will provide the opportunity to develop more sophistication in Subcourses 12 and 13. The Low-Intensity Conflict portion of the CGSO course is also expanding. This will allow for the development of a richer variety of case studies and perhaps more demanding writing requirements for Subcourse 16.

2. Short-term (5-year) resource expectations and implications.

a. Human Resources. The projected organizational scheme is adequate for the near future with the following exceptions:

(1) Automated Systems Manager. When the students receive microcomputers, net management is going to become a very large function which currently has no dedicated or projected resources. The Automated Systems Manager can also assist in the development of software to support brigade, division, corps, joint, and combined SAMS exercises.

(2) Director of Instruction. As the student body expands to 96, the number of seminar leaders and assistants will expand to 16. Currently all professional faculty members work directly for the Director. As the course expands, serious consideration must be given to providing an intermediate level of supervision and control.

(3) Faculty Quality. As mentioned in Part I, the quality of faculty has been assured by the personal involvement of the Director, the Deputy Commandant, and the Commandant in the faculty recruitment and selection process. The ability to maintain increased levels of involvement in their portion as the course expands is open to question. Yet the issue of faculty quality remains central. The Director has proposed to the Deputy Commandant and Commandant that a small number of Senior Service College selectees be slated to spend 2 years at CGSC as faculty members and receive military education level (MEL) 1 credit for this educational experience. Although this proposal may not address the faculty quality issue completely, it does offer a creative alternative deserving careful consideration.

(4) MMAS thesis committee members. Each student requires three thesis committee members. The Chairman must be a subject matter expert, the second reader a member of the School faculty, and the third a Ph.D. member of the consulting faculty. Many of the subject matter experts are drawn from the CGSOC faculty. As SAMS expands, there will be an increasing demand on the CGSOC faculty to serve on thesis committees. This problem needs to be addressed by providing information for the CGSOC faculty on the benefits to be accrued from guiding a research effort, by systematically identifying subject matter expertise on the faculty, and by looking for subject matter expertise outside CGSC. These avenues are all being explored, but a concerted effort will have to be maintained to assure the continued viability of the program.

b. Facilities. Flint Hall provides seminar instruction space for 48 students. The building is spartan but adequate. Some additional renovation will be required to meet AY 85-86 faculty space requirements, storage space, and a common meeting room. During AY 85-86, Flint Hall will

have to be supplemented with a dedicated space, such as classroom 97, in which to conduct guest discussions for all 48 students and to conduct war gaming. An alternative to a dedicated classroom would be the conversion of Flint Gym proper to a conference/gaming facility. Even then, Flint Hall would be inadequate for more than 48 students. Expansion beyond 48 may therefore be constrained in the end by the lead-time in the Military Construction Army process. Expansion of SAMS also carries facility implications for the Combined Arms Research Library (CARL). Currently, all SAMS students have study carrels on the 2nd Floor of the CARL. Without additional space, this will not be possible in AY 84-85. Additionally, the number of students writing master's theses may require expansion of the CARL's research capacities, to include access to the Defense Technical Information Center (DTIC), expanded research holdings, interlibrary loan operations, etc.

c. Financial Resources. As noted earlier, SAMS financial resourcing has been adequate to support the program. The most significant financial implication for the future is funding adequate to support student travel for field trips and exercises.

d. Equipment. Equipment to date has been adequate to support the program. Future equipment required includes a more complete outfitting of seminar rooms with teaching aids such as blackboards, TV monitors, etc. An additional equipment issue concerns the provision of microcomputers for faculty members. If the faculty is to develop lesson methodology which employs the students' microprocessors, they must have the same equipment. Former faculty members also need to be in the SAMS net as they move to operational assignments in the field.

B. Long-Term (5 to 20 years) Academic Goals. The Army Research Institute (ARI) is considering the conduct of a long-range assessment of SAMS effectiveness. Future decisions on long-range academic goals may be keyed to the results of this assessment.

The following pages describe in detail the Core Curriculum required of all SAMS students. Since the CGSO courses are numbered 1 through 9, the SAMS courses begin with 10.

Course 10--Theoretical Foundations

1. Purpose: This introductory course can simply be said to teach the student "how" to think about war as opposed to "what" to think about war. During the CGSO course the emphasis was on learning doctrine. Students were also introduced to military theory in their readings and in individual development courses required for this course. This course introduction begins their education in the tools required for critical analysis of and judgment about military affairs of a broader and less present-constrained nature. The centerpiece of this series of lessons is Carl von Clausewitz's classic On War. Students are also further exposed to the key thoughts of other prominent thinkers and the basic tenets of US Army doctrine.

2. Course Objectives:

a. To teach rational and logical thought processes regarding warfare in general.

b. To develop a theoretical basis for further learning in the science and art of war.

c. To explore the theoretical foundations of US Army doctrine.

d. To develop a capacity for innovative, creative, and forward-looking thinking about military affairs.

3. Course Outline.

| | |
|---|---|
| a. Course Overview | (1 Full Day) |
| b. Theoretical Foundations | (15 Seminars) |
| c. Guest Discussants | |
| (1) Individual Skills Assessment | (two 1-hour briefings and an individual interview) |

(2) Thesis Topic Definition and Research Methodologies (4-hour session)

(3) Creative Problem solving (4-hour session)

SCHEDULE
COURSE 10. THEORETICAL FOUNDATIONS

| Seminar | Subject |
|---|---|
| 1-01 | Course Overview |
| 1-02 | The Nature and Causes of War |
| 1-03 | The Utility of the Causes of War |
| 1-04 | The Future of Military Theory and Planning |
| 1-05 | Strategy, Operations and Tactics |
| 1-06 | The Moral Domain of Combat I |
| 1-07 | The Moral Domain of Combat II |
| 1-08 | The Physical Domain of Combat I |
| 1-09 | The Physical Domain of Combat II |
| 1-10 | The Theoretical Relationship of Defense and Attack |
| 1-11 | Theory of Attack I |
| 1-12 | Theory of Attack II |
| 1-13 | Theories of Defense |
| 1-14 | Foundations of US Army Doctrine I |
| 1-15 | Foundations of US Army Doctrine II |
| 1-16 | The Military Instrument of Power |
| GD-1-1 | Creative Thinking |
| GD-1-2 | Topic Definition and Research--Strategy |
| GD-1-3 | Topic Definition and Research--Tactics |

Figure 29.

Course 11--Preparing for War

1. Introduction. A cursory examination of the history of military institutions reveals that the destinies of armies in combat have been intrinsically linked to their preparation for war in peacetime. This was true in the days of Alexander, Caesar, and Hannibal. It is still true today. War, however, has become and will continue to develop as a much more complex undertaking. In an era of strategic nuclear deterrence, rapid technological change, and shifting national priorities, the soldier must prepare himself for a wide spectrum of warfare ranging from guerrilla war to global nuclear conflict. To meet this challenge completely is a task of almost insurmountable magnitude. For the professional soldier, however, there is no alternative but to try. This course of study guides the student in that effort.

2. Purpose. The purpose of Course 11 is to develop in-depth knowledge and understanding of the fundamental tasks the Army must perform in preparing for war, with an emphasis on those activities that directly enhance combat effectiveness.

3. Student Goals. The student goals of Course 11 are as follows:

a. To develop an historical perspective of the functions of preparing for war in both a peacetime and a mobilization environment.

b. To develop an understanding of the probable requirements of future war and the impact of these requirements on the US Army's current war preparation efforts.

c. To develop the student's ability to direct in a creative fashion the Army's major systems for preparing for war.

d. To enhance knowledge and understanding of current war preparation issues.

e. To analyze the current trends of war preparation in the US Army.

f. To understand the role that creativity and character play in the preparing for war.

3. Scope. Course 11 consists of the following seven parts:

a. Defining the problem (one seminar).

b. Case study analysis (three seminars).

c. The nature of future war (three seminars).

d. Forging combat effective forces (six seminars, one guest discussant).

e. Mobilizing, deploying, and sustaining the forces (two seminars).

f. Role of Reserve Components (one seminar, one guest discussant, one on-site visit).

g. Course summary: the role of creativity and character (one seminar).

4. Schedule. The schedule of Course 11 is at figure 30.

5. Methodology. Course 11 will be conducted primarily in the seminar group discussion mode, with students required to do extensive outside reading and make in-seminar presentations focused on key learning objectives. Where appropriate subject matter experts from various Army agencies and headquarters will address current issues involving war preparation.

6. Critical Book Review. Students will be required to write a critical 1,500-word analysis of a work dealing with the subject of preparation for war. The critical analysis will be due in class for Seminar 11-18.

SCHEDULE

COURSE 11. PREPARING FOR WAR

| Seminar | Subject |
|---|---|
| 11-1 | Preparing for War: Defining the Problem |
| 11-2 | The Battle of Kasserine Pass |
| 11-3 | Preparing for World War II: Doctrine, Organization, Equipment, Training, and Officer Education |
| 11-4 | Preparing for World War II: Strategic and Operational Planning, Mobilization Deployment, and Sustainment |
| 11-5 | The Nature of Future War: The Strategic Setting |
| 11-6 | The Nature of Future War: The Technological Setting |
| 11-7 | The Nature of Future War: The Doctrinal Setting |
| MCC-1 | Ancient Warfare |
| 11-8 | Strategic and Operational Planning |
| 11-9 | Doctrine for the Force, Case Study: Evolution of US Army Doctrine, 1946-1982 |
| 11-10 | Equipping the Force, Case Study: The Bradley Fighting Vehicle |
| 11-11 | Manning the Force: The New Manning System and the Family Action Plan |
| 11-12 | Designing the Force, Case Study: Evolution of Division 86 and the Army of Excellence |
| 11-13 | Training the Force |
| 11-14 | Preparatory Briefs for RC Visits |
| GD-11-1 | Force Integration: How to Transition Without Degrading Readiness |

Figure 30.

| Seminar | Subject |
|---|---|
| 11-14 | Reserve Components Programs and Policies. |
| N/A | Selected students visit RC AT. Remaining students conduct directed course research and development. |
| 11-15 | RC Visit Briefbacks |
| GD-11-2 | The Reserve Components Environment |
| 11-16 | Mobilizing the Force |
| 11-17 | Deploying and Sustaining the Force, Case Study: Support for a CENTCOM Contingency |
| 11-18 | The Role of Creativity and Character in Preparing for War |

Figure 30 (cont).

Course 12--Tactical Theory and Practice

1. Introduction: During the CGSO course, students learned current tactical doctrinal methods and techniques and how to apply this doctrine to typical missions in the most likely scenarios. While reinforcing this fundamental knowledge, this course teaches abstract reasoning about the dynamics of engagements and battles--the tactical level of war. This course encourages creative, forward-looking tactical thinking based on sound principles, and a thorough knowledge of soldiers and hardware.

2. Purpose: Students learn the theory behind doctrinal methods and functions, the capabilities of current and soon-to-be-deployed hardware, the impact of modern battlefield conditions, threat tactical theory and doctrine, and the human dimension of war. This is done primarily through a learning process involving numerous battle simulation exercises which provide the point of departure for the discussion of and exposure to the writings of theorists and experts.

3. Subcourse Objective: To develop an in-depth understanding of--

a. The theory and practice of combined arms action, command and control, combat and combat service support functions, and the leadership of soldiers under a variety of battlefield conditions at the tactical level on the AirLand Battlefield; and

b. The impact of emerging doctrines, weapon systems, force structures, and training methods, on the conduct of war at the tactical level.

4. Enabling Objectives:

a. Understand the application of enduring principles and theories to modern combat at the tactical level.

b. Understand the combined impact of modern battlefield conditions on modern warfare at the tactical level.

c. Understand the application of current and emerging weapons and hardware, current and emerging branch functions, and current and emerging force structures.

d. Understand the application of emerging doctrinal methods and procedures at the tactical level.

e. Understand Threat tactical theory and doctrine.

f. Understand the human dimension of combat.

5. Course Outline.

a. Tactical Theory (eight seminars).

b. Engagement Laboratories (eight full-day laboratory periods).

c. Battle Laboratories (ten full-day laboratory periods).

6. Methodology. The first eight lessons will be conducted as seminars requiring extensive reading and preparation keyed to a discussion agenda. The balance of the course consists of multiple 6-hour "laboratory" periods during which students use battle simulations to war game and discuss given battle situations to learn the dynamics of tactical level warfare in a variety of conditions.

7. Critical Book Review. Students will be required to prepare a 1,500-word critical analysis of a recent theoretical book on tactical level warfare. The critical analysis is due on the last day of the course.

SCHEDULE

COURSE 12--TACTICAL THEORY AND PRACTICE

| Seminar | Subject |
|---|---|
| 11-1 | The Nature of Modern Tactical Warfare |
| 11-2 | Soviet Tactical Theory I |
| 11-3 | Soviet Tactical Theory II |
| 11-4 | Moral Element of Combat |
| GD-11-1 | Soviet Assessment of AirLand Battle |
| 11-5 | The Physical Element of Combat |
| GD-11-2 | Role of Infantry in Modern Battle |
| GD-11-3 | Role of Armor and Armored Cavalry in Modern Battle |
| 11-6 | Engagement Laboratory I (Co/TM Defensive Engagement) |
| 11-7 | Engagement Analysis I (Presentation on ORSA Techniques & Analysis) |
| GD-11-4 | Role of Fire Support in Modern Battle |
| GD-11-5 | Role of Combat Engineers in Modern Battle |
| 11-8 | Engagement Laboratory II (Co/Tm Attack) |
| 11-9 | Engagement Analysis II |
| 11-10 | Engagement Laboratory III (Sqdn/TF Delay) |
| GD-11-6 | Role of Air Defense in Modern Battle |
| GD-11-7 | Role of Army Combat Aviation |
| 11-11 | Engagement Analysis III |
| 11-12 | Engagement Laboratory IV (Sqdn/TF/Bn Attack) |

Figure 31.

| Seminar | Subject |
|---|---|
| 11-13 | Engagement Laboratory V (Sqdn/TF/Bn Defense--strong pts) |
| 11-14 | Engagement Analysis IV and V |
| GD-11-8 | Organic Design for $C^2$ (PM) |
| GD-11-9 | Role of Intelligence Units |
| GD-11-10 | Communications Support in Modern Battle |
| MCC-3 | The French Way of War (PM) |
| 11-15 | Engagement Laboratory VI (TF Deep Attack) |
| 11-16 | Engagement Analysis VI |
| 11-17 | The Dynamics of AirLand Battle at Brigade and Division I |
| 11-18 | The Dynamics of AirLand Battle at Brigade and Division II |
| GD-11-11 | Logistical Support in Modern Battle |
| 11-19 | Battle Laboratory I |
| 11-20 | Battle Laboratory II |
| 11-21 | Battle Laboratory III |
| 11-23 | Battle Laboratory IV |
| GD-11-12 | Role of Military Police in Modern Battle |
| GD-11-13 | Role of Chemical Corps in Modern Battle |
| 11-24 | Battle Laboratory V |
| 11-25 | Battle Laboratory VI |
| 11-26 | Battle Laboratory VII |
| 11-27 | Battle Laboratory VIII |
| 11-28 | Battle Laboratory IX |
| 11-29 | Course Summary |

Figure 31 (cont).

Course 13--Theory and Application of Operational Level of War

1. Introduction. During the CGSO course, students were introduced to war at the operational level. This course expands and deepens the knowledge and ability to operate in that arena which we generally define as the realm of activity between the tactical and the strategic. Students will examine the theory behind the conduct of war at the operational level and observe doctrinal methods and functions in action in different national contexts. They will review effects of technological change and understand its impact upon doctrine. They will be provided an opportunity to reflect on and trace the impact of the lessons of seven WWII campaigns and to examine and question the applicability of these lessons to the present and future.

2. Purpose. The purpose of Course 13 is to develop the students' ability to think and plan at the operational level, to develop a deeper understanding of the theory and practice of combined arms operations at the operational level, and, through an examination of the past, to develop a basis for projecting the form of future operations.

3. Student Goals. The student goals of Course 13 are as follows:

a. To develop an understanding of the enduring principles and theories of modern combat at the operational level.

b. To develop an understanding of the combined impact of modern battlefield conditions on modern warfare at the operational level.

c. To develop an understanding of the application of past, current, and emerging weapon systems and hardware; past, current and emerging branch functions; and past, current and emerging force structures on the art of war at the operational level.

d. To develop an understanding of the application of past, current, and emerging doctrinal methods and procedures at the operational level.

e. To further develop the understanding of the historical roots of current Soviet tactical theory and doctrine.

f. To further develop the understanding of the human dimension of combat.

4. Scope. Subcourse 13 consists of the following parts:

a. Operational Theory and Doctrine (four seminars).

b. Manstein's Crimean Campaign (two seminars).

c. Rommel's North African Campaign (four seminars).

d. Battle of Kursk (two seminars).

e. The Soviet Manchurian Campaign, 1945 (two seminars).

f. Normandy (two seminars).

g. Operation COBRA (three seminars).

h. Battle of the Bulge (two seminars).

i. Bulge Tabletop War Game (two periods).

j. Corps war game exercise (seven periods).

5. Schedule. The schedule of Course 13 is at figure 32.

6. Methodology.

a. Subcourse 13 will be conducted primarily by the Battle Analysis mode, with students required to do extensive outside reading and to present assigned portions of the Battle Analysis either as part of an enemy or friendly syndicate.

b. There will be two written requirements:

(1) A point paper, not exceeding two pages, which is to differentiate between the several levels of war by virtue of levels of required intellectual activity.

(2) A paper of 700 to 1,500 words which compares the concept of the operational level of war as expressed in Soviet Field Service Regulations, 1936 and The Principles of Strategy for an Independent Corps or Army in a Theater of Operations, CGSC, 1936.

SCHEDULE

COURSE 13, THEORY AND APPLICATION OF THE OPERATIONAL LEVEL OF WAR

| Seminar | Subject |
|---|---|
| 13-1 | WWII Strategic Overview |
| 13-2 | German Doctrine |
| 13-3 | Russian Doctrine |
| 13-4 | Crimea I |
| 13-5 | Crimea II |
| 13-6 | British Doctrine |
| 13-7 | North Africa I |
| 13-8 | North Africa II |
| 13-9 | North Africa III |
| 13-10 | North Africa IV |
| 13-11 | Kursk I |
| 13-12 | Kursk II |
| 13-13 | Manchuria I |
| 13-14 | Manchuria II |
| 13-11 | Kursk I |
| 13-12 | Kursk II |
| Open | (Possible Luttwak on Lt Inf) |
| 13-13 | Manchuria I |
| 13-14 | Manchuria II |
| 13-15 | Normandy I/US Doctrine |
| 13-16 | Normandy II |

Figure 32.

| Lesson | Subject |
|---|---|
| 13-17 | COBRA I |
| 13-18 | COBRA II |
| 13-19 | COBRA III |
| 13-20 | Bulge I |
| 13-21 | Bulge II |
| MCC-4 | Civil War |
| 13-22 | War Game I |
| 13-23 | War Game II |
| 13-24 | Corps War Game I |
| 13-24 | Corps War Game I |
| 13-24 | Corps War Game I |
| 13-24 | Corps War Game I |
| 13-25 | Corps War Game II |
| 13-25 | Corps War Game II |
| 13-25 | Corps War Game II |

Figure 32 (cont).

Course 14--Theater Operations

1. Introduction. The focus of combined arms operations is the theater. It is at the theater level that the operational art merges with the strategic aims of the war, and where the full panoply of military resources becomes available to a single commander. Warfare at this level is invariably joint, and given America's alliance commitment, would almost certainly be combined in any major conflict contingency. In this subcourse, we will examine the impact of multiservice and multinational participation on the conduct of operations within a theater: the nature and roots of other service doctrine; their impact on the conduct of operational planning; the unique political and operational problems associated with the management of combined operations; and the special complications involved in such arenas as strategic deployment, nuclear and chemical warfare, and special operations.

2. Purpose: The purpose of this subcourse is to develop an understanding of the character of military campaigns at the theater level and its impact on the conduct of combined arms operations.

3. Course Objectives:

a. To understand the function of theater-level operations in linking military means to strategic ends.

b. To understand the defining characteristics of air, wartime, and amphibious doctrine, and their impact on joint operations.

c. To examine the possibilities and limitations of combined operations within the theater, and identify the operational considerations governing effective employment of multinational forces.

d. To assess the special complications associated with the conduct of strategic deployment, nuclear and chemical warfare, and special operations.

e. To exercise the full spectrum of theater operations capabilities in both a forward deployed and an expeditionary campaign context.

4. Course Outline.

a. Joint Operations.

(1) Seven Seminars.

(2) One On-site visit.

(3) Joint Campaign Exercise.

b. Combined Operations.

(1) Five Seminars.

(2) Combined Campaign Exercise.

c. Special Operations.

(1) Four Seminars.

(2) Two On-site visits.

5. Methodology. This course will employ both seminar and war game modes, heavily supplemented with guest discussants and visits to joint and other service headquarters.

SCHEDULE

COURSE 14--THEATER OPERATIONS

| Lesson | Topic | Mode |
|---|---|---|
| 14-1 | The Battle for Leyte | Seminar |
| 14-2 | Airpower I: Theory and Doctrine | Guest Discussant |
| 14-3 | Airpower II: Theater Air Operations | Guest Discussant |
| 14-4 | Seapower I: Theory and Doctrine | Guest Discussant |
| 14-5 | Seapower II: Maritime Operations | Guest Discussant |
| 14-6 | Amphibious Operations | Guest Discussant |
| 14-7 | Joint Operations Planning | Seminar |
| 14-8 | Strategic Deployment I | Seminar |
| 14-9 | Strategic Deployment II | MAC Visit |
| 14-10 | Command and Control of Joint Operations | Guest Discussant |
| 14-11 | Joint Operations Exercise | War Game |
| 14-12 | Strategic Nuclear Warfare I | Seminar |
| 14-13 | Strategic Nuclear Warfare II | SAC Visit |
| 14-14 | Joint Special Operations I: Desert I | Guest Discussant |
| 14-15 | Joint Special Operations II: Grenada | Guest Discussant |
| 14-16 | Headquarters Visits | Field Trip |
| 14-17 | The Invasion of Sicily | Seminar |
| 14-18 | NATO I: Strategic Planning | Seminar |
| 14-19 | NATO II: Maritime Planning | Guest Discussant |
| 14-20 | NATO III: AirLand Planning | Seminar |
| 14-21 | NATO IV: Nuclear/Chemical Planning | Guest Discussant |
| 14-22 | Combined Operations Exercise | War Game |

Figure 33.

Course 15--Field Applications: NATO, PACOM and CENTCOM.

1. This course is designed to examine the application of theory learned thus far to operations in NATO, PACOM, and CENTCOM theaters of war and to further deepen the understanding of practical methods and techniques used in the conduct of operations in the current contexts. Seminars at Fort Leavenworth and on the road prepare students to understand the strategic setting and operational peculiarities of each theater. Participation in "real world" exercises, such as WINTEX or CRESTED EAGLE, TEAM SPIRIT and GALLANT KNIGHT as staff augmentees, enhance the students' understanding of the real world parameters of operations and allow them to study firsthand how higher headquarters operate. Following this, students participate as commanders and chiefs of staff of corps and divisions in a week-long exercise for CGSO students at CGSC based on a possible CENTCOM contingency. Here they apply theoretical knowledge, practice leadership, and decision-making skills and also enhance the learning of the CGSO students participating on their staffs.

2. Schedule. During AY 84/85, SAMS students will participate in WINTEX--a joint, combined exercise designed to test the effectiveness of procedures for reinforcing US units in Europe. Following the exercise, students will visit several European Staff Colleges.

Course 16--Low-Intensity Conflict.

1. Introduction. Since the end of World War II and the advent of the nuclear age, the two major world powers, the United States and the USSR have either assiduously avoided or very carefully managed conflicts of interests that could lead to nuclear war. This mutual desire to avoid devastation has fostered an environment in which conflicts of various magnitudes short of nuclear war have proliferated. These have ranged from the actions of terrorists at one end of the spectrum to extremely intense conflicts between nations, without nuclear weapons on the other. This environment has created a paradox for US political and military planners. A high-intensity war in defense of our interests in NATO is clearly the most significant war we could be called on to fight, but conflicts of much less magnitude are clearly the most likely. Dealing with this paradox has not been easy. The array seems to have oscillated between extremes, at times paying exclusive attention to fighting a war in central Europe while at other times becoming completely involved in the demands of combating insurgent warfare. While solutions to this paradox will not be easy, they must rest on a solid intellectual grasp of the nature of armed conflict across its spectrum. The majority of the AMSP curriculum to date has examined mid- and high-intensity conflict. This course examines the lower end of the scale of violence. This is a vital subject for the AMSP student, for as Frank Kitson has said, "In a democratic country it is the duty of soldiers to know how to wage war in any of its forms. . . ."

2. Purpose. The purpose of this course is to provide the student an in-depth knowledge of the theory, doctrine, and application techniques of the lower intensity of the scale of armed conflict ranging from foreign military assistance to active counterinsurgency measures. The course

emphasizes the concept of the prevention of escalation of conflict through the proper application of military means in concert with political, economic, and psychological efforts.

3. Student Goals.

a. Understand the theory and practice of insurgent warfare.

b. Understand the theory and practice of counterinsurgent warfare.

c. Understand US Army, Air Force and Navy doctrine force structure, roles, and missions for low-intensity conflict.

d. Understand the principles and techniques of terrorist and counterterrorist operations.

e. Understand the principles and techniques of rescue operations.

f. Understand the principles and techniques of peacekeeping operations.

g. Understand the principles and techniques of foreign military assistance.

4. Scope. This course consists of five parts.

a. Theory of Low-Intensity Conflict (three seminars).

b. Insurgency case studies.

(1) Indochina (four seminars).

(2) Algeria (one seminar).

(3) Central America (two seminars, one guest discussant).

c. Specialized Operations.

(1) Terrorism and Counter-Terrorism (two seminars).

(2) Rescue Operations (one seminar).

(3) Peacekeeping Operations (one seminar).

(4) Foreign Military Assistance (two seminars).

d. Course Summary (one seminar).

5. Methodology. This course will be conducted primarily in seminar group discussion mode. Students will be required to do extensive outside reading and make periodic in-seminar presentations focused on key learning objectives.

6. Writing Requirement. Two options are offered: Write a draft chapter of FM 100-5 entitled "Low-Intensity Conflict." This chapter will include an assessment of how the concepts of initiative, depth, agility, and synchronization apply to low-intensity conflict.

SCHEDULE

COURSE 16--LOW-INTENSITY CONFLICT

| Seminar | Subject |
|---|---|
| 16-1 | Theory of Revolutionary Warfare I |
| 16-2 | Theory of Revolutionary Warfare II |
| 16-3 | Principles and Methods of Counterinsurgency |
| 16-4 | Indochina: The French Experience, 1946--1954 |
| 16-5 | Algeria: The French Experience |
| 16-6 | Indochina: The American Experience, 1954--1965 |
| 16-7 | Indochina: The American Experience, 1965--1975 |
| 16-8 | The Americans in Indochina: Strategic Appraisals |
| GD-15-1 | Central America: Cultural Background and Current LIC Situation |
| 16-9 | Central American Case Study I |
| 16-10 | Central American Case Study II |
| 16-11 | Terrorism: The Nature of the Threat |
| 16-12 | Terrorism: Countering the Threat |
| 16-13 | Rescue Operations |
| 16-14 | Peacekeeping Operations |
| 16-15 | Foreign Military Assistance I |
| 16-16 | Foreign Military Assistance II |
| 16-17 | Course Summary |

Figure 34.

Master of Military Art and Science Thesis

10. Thesis Project: As with the CGSOC MMAS thesis, SAMS student's thesis typically represents original analytical thought toward the solution of an actual Army problem. The effort must meet all the requirements of a CGSOC MMAS thesis, which compare with those stipulated in demanding graduate programs of other professions. In addition to daily thesis research time, 4 weeks are set aside for students to devote their undivided attention to their thesis work. This is time needed to make trips associated with the project, to meet in functional groups or as individuals with project counselors, and to become immersed in the study and research concerning the chosen topic. Students choose a project in one of the following areas:

a. Contribution to the body of theory on tactical or operational level warfare (e.g., impact of tactical nuclear weapons on division or corps level operations and support).

b. Contribution to concepts or doctrine developments at CAC or branch schools (e.g., new operational methods based on accepted theories of combat, or postulated new conditions of warfare).

c. Contribution to force development at CAC or branch schools (e.g., new force structures based on combined arms theory and new concepts for fighting).

d. Contribution to combat development at CAC or branch schools (e.g., weapons or hardware characteristics required to complement other systems in an approved new concept for fighting or support based on known technology and accepted theories of warfare).

e. Contribution to US Army training developments in theory, methods, or devices (e.g., a new method for teaching division-level staff skills of a particular nature based on accepted training theories and known technology).

11. Guest Discussant and Lecture Series. The course includes one or two weekly discussion seminars or lectures. These lectures include some CGSO course guest speakers, the CSI Historical Lecture series, and discussion of topics relating to future changes in concepts or doctrine, combat developments and technology, force structures, manning systems, and other new information, such as threat updates, Mideast war lessons learned, Falkland Islands lessons learned.

# CHAPTER 18

# SCHOOL FOR PROFESSIONAL DEVELOPMENT

## SCHOOL FOR PROFESSIONAL DEVELOPMENT

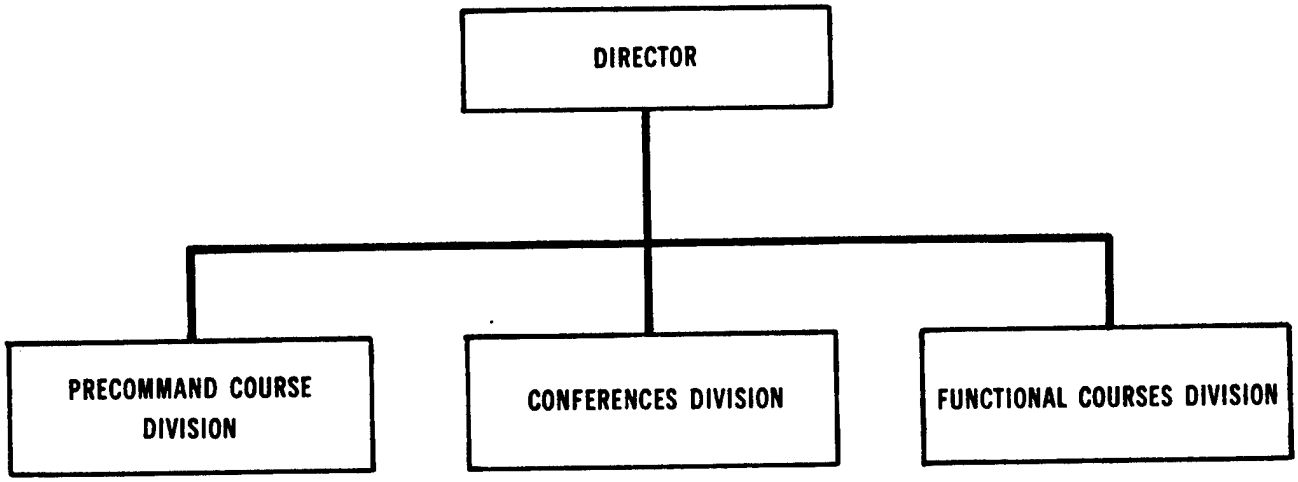



Figure 35.

SCHOOL FOR PROFESSIONAL DEVELOPMENT

I. BACKGROUND. In April 1983, the TRADOC Commander directed the Combined Arms Center (CAC) to review the curriculum of the Army Logistics Management Center (ALMC) as a possible model for expansion of the U.S. Army Command and General Staff College (CGSC). Over the years ALMC had developed a continuing education type curriculum that allowed officers and civilians to return for formal training related to the various functional areas of logistic management. The TRADOC Commander believed that the ALMC continuing education model could be used for combined arms training at Fort Leavenworth. As originally conceived, the continuing education model would afford Army leaders the opportunity to come to CGSC for short periods for education and training in selected subjects prior to assumption of key command and staff positions. Courses would be designed to meet specific needs and offered periodically throughout the year. In the same time frame, CGSC was studying ideas about realignment of functions within the College. The cross-fertilization of these two issues led to the creation within the College of a new school to be the coordinating and controlling agency for the functional, professional development courses now being taught and soon to be taught at the College. Thus, the School for Professional Development was created in July 1984.

II. MISSION.

A. The School for Professional Development (SPD) develops, organizes, and administers professional development courses for both Active Duty and Reserve Component officers at CGSC. It also manages and coordinates administrative and logistic requirements for all major conferences hosted by CGSC schools or academic departments. In short, every course or conference conducted at CGSC which is attended on a temporary duty (TDY) basis, except

the Combined Arms and Services Staff School, is under the aegis of SPD. The Director of the School for Professional Development is responsible for the specific functions outlined below and has delegated the execution of these functions to the divisions subordinate to SPD.

1. The Pre-Command Course Division (PCCD) assists division and assistant divison commanders, brigade and battalion commanders, and command teams (commaders amd their spouses) in their preparation for command. To this end, PCCD administers the Division Commander/Assistant Division Comnmander Course, the Brigade and Battalion Pre-Command Course, and the Command Team Seminar.

a. Division Commander and Assistant Division Commander Course.

(1) Develops the Program of Instruction (POI) to update division and assistant division commanders on the latest doctrine, tactics, organizations, force integration, training, and leader development initiatives.

(2) Conducts up to six courses annually.

(3) Schedules and coordinates instructors, guest speakers, and classrooms for the execution of each course presented.

(4) Coordinates the logistic and administrative support for course attendees and their spouses.

(5) Develops, administers, and analyzes a post-course survey and recommends course revisions as necessary.

b. The Brigade and Battalion Pre-Command Course (PCC) assists individuals in their preparation for brigade and battalion level command by providing refresher training in selected functions/duties. The PCC is a multiphased program consisting of a self-study and self-diagnostic examination phase; a Leavenworth phase--focusing on combined arms doctrine

and the operational (division and corps) level of war and taught here at Fort Leavenworth; and a branch refresher phase--focused on operations at brigade-level and below and conducted at 19 schools external to Fort Leavenworth. The Pre-Command Course Division--

(1) Is responsible for course content, course development, and related matters for all phases of PCC.

(2) Ensures redundancy between phases is minimized.

(3) Coordinates with major Army commands to ensure similar courses are synchronized.

(4) Coordinates with all agencies concerned with PCC and tasks where appropriate.

(5) Conducts external evaluation through personal visits to the field and provides feedback on course content.

(6) Develops and conducts evaluation to ascertain quality of instruction in all phases.

(7) Develops and coordinates instruction for the Leavenworth phase of instruction--12 two-week courses per year.

(8) Provides administrative and logistic support to the Leavenworth Phase of instruction.

(9) Coordinates command selectee attendance at the Leavenworth phase with the Military Personnel Center (MILPERCEN).

(10) Staffs and obtains POI approval for all phases of PCC.

(11) Approves content of self-study/diagnostic mailouts.

c. The Command Team Seminar provides individual instruction for general officer, brigade commander, battalion commander, and Command and General Staff Officers Course (CGSOC) spouses during the first week of each Pre-Command Course. Course objectives are to enhance communication, problem

solving, and group leadership skills; to increase understanding of the development and characteristics of small groups; to familiarize participants with the various Army systems that support family members, and to improve the participants' management of time, volunteer personnel, and meetings. Joint officer-spouse training develops their communication and cooperation as a team working together to resolve typical problems faced by soldier families. The PCCD--

(1) Is responsible for course content and development.

(2) Is responsible for contracting, preparing, and evaluating facilitators/trainers who accomplish the instruction.

(3) Coordinates the attendance of course participants and the issuance of Individual Travel Orders.

(4) Provides administrative and logistic support for the conduct of the course.

(5) Develops and conducts end-of-course evaluation to ensure quality and relevance of instruction.

(6) Conducts external evaluation through personal visits to the field and provides feedback on course content and overall effectiveness.

d. All members of the Pre-Command Course Division are aware of these missions and functions. The members fully support the mission and functions and have taken an active part in developing and refining them. The division has adequate personnel and fiscal resources to plan, organize, and conduct the required courses and provide the necessary administrative and logistic support.

2. Functional Courses Division.

a. The Functional Courses Division manages and coordinates course administration for CGSC functional courses, including courses conducted for key Reserve Components Officers (Army Reserve and Army National Guard), in the latest doctrine and tactics. "Functional" courses are designed to meet specific Army needs for refresher and transitional training as well as specialty/skill training to ensure the growth and maturation of our leaders in such areas as doctrine, force integration, and leader development. The Functional Courses Division--

(1) Acts as point of contact (POC) for functional courses programmed.

(2) Manages the systems approach to training IAW TRADOC regulations, to include front-end analysis, design, and development.

(3) Serves as program manager for development and administration of functional courses.

(4) Coordinates, writes, and staffs all functional course POI's.

(5) Submits/updates Course Administrative Data (CAD) for new functional courses.

(6) Coordinates identification of the student population with TRADOC and MILPERCEN.

(7) Coordinates execution of functional courses with the academic/teaching departments.

(8) Coordinates facilities/schedules for the conduct of the courses.

(9) Coordinates student administration and logistics for personnel attending the functional courses.

(10) Plans and coordinates class receptions and social functions.

(11) Administers the Reserve Components refresher courses.

(12) Provides a representative to the Installation Planning Board Work Group on Academics.

b. At this writing, the Functional Courses Division is responsible for the administration and logistic support for eight on-going courses and is actively involved in planning for future courses. On-going course are--

(1) Force Integration--Developing the Force: prepares Army force planners, programmers, and manpower and budget managers to perform the duties of a force integration staff officer at Headquarters, Department of the Army, at major Army command headquarters, and at installation level. The course focuses on the Army force development process; the Army Management System; the Department of Defense and Department of the Army Planning, Programming, Budgeting, and Execution System (PPBES); the Army Modernization Process; the major Army command and installation level financial management and resource allocation process and its interface with PPBES; the manning process as as it relates to mechanisms by which the Army is structured, equipped, and resourced; and the equipping process as it relates to the mechanisms by which the Army is structured, manned, and resourced.

(2) Corps/Division Level Force Integration: teaches officers and senior noncommissioned officers how to integrate new organizational structures, equipment, and doctrine into existing corps and division units.

(3) Leadership Management Development Instructor: develops officer and senior noncommissioned officer instructors for the Leadership and Management Development Trainers Course. They gain experience in selected training techniques for leadership methods as well as related advanced management and behavioral science skills.

(4) Support Command Refresher: a course for commanders and staffs of Reserve Components corps support commands, support groups, theater army area commands, and maneuver area commands. Instruction covers the principles and techniques of combat service support (CSS) and focuses on command and staff operations of the corps support command through a series of practical exercises. Lessons also emphasize Reserve Components CSS force structure, CSS fundamentals, and current CSS systems.

(5) Combat Division Refresher: a course for commanders and staffs of Army National Guard divisions and US Army Reserve maneuver area commands. The course provides instruction in tactics, command and staff procedures, combat service support, tactical operations centers, combined arms operations, and mobilization planning. Topics of current interest and mutual concern are discussed with representatives of the CGSC staff and faculty and with guest lecturers.

(6) Separate Brigade and Armored Cavalry Regiment Refresher: a course for commanders and staffs of Army National Guard and Army Reserve separate armored, mechanized, and infantry brigades, and armored cavalry regiments. The course includes a review of command and staff procedures, an overview of tactics and logistics, and presentations by guest lecturers on mobilization plans and Reserve Components training.

(7) Division Support Command Refresher: provides commanders and staffs of Army National Guard division support commands and US Army Reserve maneuver area commands and maneuver training commands with the opportunity to develop staff team work and learn the proper application of current combat service support doctrine.

(8) US Army Reserve (USAR) Instructor Orientation: trains selected USAR officers, not on active duty, for duties as instructors in the Command and General Staff Officer Course (CGSOC) in the US Army Reserve Schools. This course develops an understanding of the educational philosophy, guidance, instruction, doctrinal mission, organization, and role of CGSC in the overall Army education system. Topics include content, instructional methods, techniques, and administrative support of instruction.

(9) Courses under development are:

(a) Combat Developments.

(b) Terrorism Counteraction Instructor Training.

(c) Training Developer.

(d) Combined Arms Operations.

(e) Low-Intensity Conflict.

(f) Leadership Instructor Training.

(g) Nuclear Weapons Officer Course.

(h) NCO Operations and Intelligence.

3. Conferences Division.

a. The Conferences Division recognizes and facilitates the sharing of the wealth of information available throughout the Army. CGSC conferences and workshops accommodate the exchange of ideas and information between and among Army academic institutions and units. They create the

forum to collect and analyze data or positions, plan strategies for the future, and train and develop attendees. The Conferences Division provides the administrative and coordinating support which enables the sponsoring activity to concentrate on the substantive process of conference, and, through its direct involvement in such support, relieves other members of the College faculty from such distractions thereby enabling them to devote their major efforts to their primary mission of teaching and writing Army doctrine.

b. The Command and General Staff College annually hosts many conferences and workshops. The planning calendar for the entire year is developed and then revised as the conferences schedules unfold.

III. MISSION RESOURCES AND ORGANIZATION.

A. Human Resources. A recapitulation of the personnel authorizations and organizational structure of the School for Professional Development reveals a growing staff. The following narrative discusses in detail the human resources supporting the School for Professional Development and the School's organization.

1. The Office of the Director, School for Professional Development is authorized one colonel, one lieutenant colonel, one master sergeant, and one secretary--GS-5.

a. The Director (colonel) is a graduate of the US Army War College and holds a master's degree in Higher Education Administration. His previous assignments, expecially those on the staff and faculty of the US Military Academy at West Point and the US Army War College, coupled with his military and civilian education, make him uniquely qualified to be the Director of the School for Professional Development.

b. The authorized position of Plans and Operations Officer (lieutenant colonel) is currently vacant. While this absence detracts from optimum intraschool coordination, a decision to staff the SPD subordinate divisions prior to staffing the Office of the Director was made.

c. The Operations NCO (a master sergeant) is well-qualified and extremely efficient.

d. The secretary (GS-5) is an experienced, well-qualified, and dedicated civilian employee.

2. The Pre-Command Division is authorized three lieutenant colonels, one major, one captain, one sergeant first class, one secretary (GS-5), and one clerk-typist (GS-3).

a. The Division Chief (lieutenant colonel), as well as the other lieutenant colonels, is a Command and General Staff College graduate and holds a master's degree in Counseling. He has completed a variety of Armor and institutional training assignments and is a subject matter expert in the Army Drug and Alcohol Abuse Program and in Community Affairs. With this breadth of experience, he is well-qualified to fulfill his responsibility.

b. The Operations Officer holds a master's degree in Management. He has had a variety of assignments in the Army Schools system working with both Active and Reserve Components.

c. The Plans Officer has a master's degree in Organizational Behavior, is a trained Organizational Effectiveness consultant, and is a member of a CGSC Master of Military Art and Science (MMAS) Thesis Committee.

d. The Command Team Program Manager holds a Ph.D. in Psychology and master's degrees in Psychology and Military Art and Science. He is a subject matter expert in High Peforming Staffs, Stress, and Sleep

Research. He is a contributing author on field circulars and CGSC booklets, and has twice been published this year in the Organizational Effectiveness Journal. Additionally, he instructs evening college courses in psychology at a local college and is a member of four MMAS Thesis Committees. His academic background and professional interests make him uniquely qualified to head the Command Team Seminar and to be the primary trainer for the contract facilitators discussed next.

e. Although they are not listed on the Table of Distribution and Allowances (TDA), the Pre-Command Course contracts for facilitators for each iteration of the Command Team Seminar. The facilitators are primarily the spouses of permanent party officers assigned to Fort Leavenworth. Most hold graduate degrees in psychology, counseling, social work, or education and, after a careful interviewing and screening process, they receive additional classroom and on-the-job training in the areas covered during the course. These individuals are extremely dedicated and loyal and spend numerous hours preparing for their presentations while in a nonpay status.

f. The position of the Assistant Operations Officer is currently vacant. The job requirements are currently being shared by all members of the Pre-Command Division.

g. The Operations NCO (a sergeant first class) is a recent graduate of the Noncommissioned Officers' Academy and is extremely efficient in the execution of his duties.

h. The secretary (GS-5) is an experienced government employee who understands fully the functions she is assigned.

i. The clerk-typist (GS-3) is an experienced government employee who understands fully the functions she is assigned.

3. Functional Courses Division (FCD) is authorized seven officers, two noncomissioned officers, and one secretary (GS-5). One of these officers, a lieutenant colonel, is the Division Chief. The Division currently has only four of its officers assigned; the Division Chief and three majors. They are responsible for planning the full activation of their division and for limited course administration. Two majors are undergoing training in course development and design. To perform its mission correctly, the Division needs at least five more personnel immediately including the secretary. Two officers have been identified for assignment against this need. They are expected in June.

a. The Division Chief (lieutenant colonel) is a Command and General Staff College graduate who holds a master's degree in Personnel Management and one in Human Relations. He has had a variety of assignments which qualify him for the division chief job including division and corps staff positions, advisor with an Army Mobilization and Readiness Region, and assignment to Soldier Support Center-National Capital Region and HQ, MILPERCEN as a Force Structure/Modernization Officer.

b. The officer assigned to course developments and the one assigned to course management (both are majors) have master's degrees in Management and Human Relations. The Course Developments Officer has had several jobs as a plans, operations, and training officer. He is also a trained Organizational Effectiveness Staff Officer and additionally holds a master's degree in Education. The Course Management Officer has worked at battalion, brigade, and theater Army-level staff jobs. He has been assigned as a test project officer and the Chapparel/FAAR Program Officer.

4. The Conferences Division is authorized one lieutenant colonel, one major, one sergeant first class, and one secretary (GS-5).

a. The Division Chief (lieutenant colonel) holds a master's degree in Management and has completed a variety of infantry and Army training assignments. He is well qualified to fulfill his responsibilities.

b. The Deputy Division Chief is a captain (promotable). He holds a bachelor's degree in accounting and is completing a master's degree in accounting and a master's degree in Systems Management. He has served in a variety of command and staff assignments both in CONUS and OCONUS and is well-qualified to fulfill his responsibilities.

c. The Operations NCO position is currently vacant. The absence of this individual decreases the scope of service that the Conference Division can provide.

d. The secretary (GS-5) is an experienced government employee who understands fully the responsibilities she has been assigned and who is well-qualified for her duties.

B. Financial Resources. The CGSC budget submission for FY 85 was developed and submitted prior to the creation of the School for Professional Development. The PCD is the only activity now within the School which was operating at that time. Therefore, only the PCD is addressed in detail in this portion.

1. Until the specific duties and functions of the Director's Office, Functional Courses Division, and Conferences Division are finalized, the fiscal resources necessary to support these activities cannot be determined with any degree of specificity. In the interim, resources for start-up costs and daily operations are being provided by CGSC as required and available.

2. The total PCD budget submission for FY 85 is $143,000, and based on historical records, funding is expected in that amount. The budget

is distributed to enable the division to adequately accomplish its assigned function. If the program of instruction changes substantially, adjustments to the current budget may be necessitated, but early planning and judicious management will accomplish most of the requirements.

C. Physical Resources. SPD has recently moved to its new office location. Although considerably better in terms of operating space than the temporary facilities it had been occupying, the new area is still under renovation. Until this work is completed, productivity cannot reach its optimum.

IV. MISSION ACCOMPLISHMENT.

A. General. At this writing, PCD is the only fully operational element within SPD. The Pre-Command Courses and the Command Team Seminar, then, are the only courses addressed in this section.

B. Pre-Command Division. The process of curriculum development for PCD begins with the Chief of Staff, Army (CSA), who provides the broad planning guidance for the course: "to assist senior Army leaders in their preparation for command." The Combined Arms Center (CAC) Commander adds focus to the planning guidance by establishing the parameters for course structure: "Doctrine, Training, Force Integration, Leader Development, and Caring."

1. The Deputy Commandant, CGSC, is the CAC Executive Agent for all phases of the PCC. In that capacity he provides the direction for the coordination and integration of dual-phased institutional education. The Pre-Command Division of SPD, in coordination with the 19 Army branch and specialty schools, performs the front-end analysis to determine those topics most needed by command selectees.

2. That analysis uses as its philosophical basis the premise that there are three categories of subjects. First are those with which all commanders should be familiar. These are taught at CGSC. Second are subjects with which all should be familiar, but which need branch or unit-specific tailoring to make them fully relevant. These are taught at the branch and specialty schools. Third are those subjects which are entirely branch/unit peculiar and are taught at branch and specialty schools at the discretion of each school's commandant. In the latter case, CGSC's involvement in the POI-approval process ensures continuity, prevents redundancy, and legitimizes the concept of central control.

a. Following the identification and categorization of topics, the administrative and instructional elements collaborate to develop specific blocks of instruction which, when consolidated, constitute a Program of Instruction (POI). The SPD, CGSC, has been engaged in a year-long project to develop and implement the first-ever, Armywide POI for PCC. It is largely completed, with implementation at the branch and specialty schools anticipated for July 1985.

b. There is no formal evaluation of PCC attendees. Rather, their evaluation occurs in the execution of their responsibilities as commanders. Feedback from senior Army leaders indicates that brigade and battalion commanders know their business. Comments from currently serving brigade and battalion commanders indicate that the PCC experience materially assisted them in their duties. This supports the validity of the curriculum.

c. Written evaluation by students of all phases of PCC is conducted at the conclusion of the CGSC phase. The third part of the Deputy Commandant's direction--relevance--is assessed through follow-up interviews with serving division, brigade, and battalion commanders by PCCD. The

combined results of these evaluations indicate that the Pre-Command Course is providing positive, significant assistance to commanders in the field. (Additional detailed external evaluation of PCC will be conducted by DAO).

d. There is also no formal evaluation of those attending the Command Team Seminar (CTS). The evaluation of the effectiveness of CTS is accomplished in the same manner as PCC. Again, the overwhelming indications are that attendees are extremely satisfied with the performance of the facilitators as well as the quality and applicability of the material presented. Interviews with former attendees ("alumni") in the field confirm that the thrust of CTS is on target and useful. CGSC and the Army Research Institute are in the final stages of an extensive, formal evaluation of the Command Team Program.

C. Although the Functional Courses Division (FCD) is not yet fully operational, a letter of instruction on its responsibilities has been published. It stipulates that the Division Chief participates as a member of the Installation Planning Board Academic Work Group. In addition, the two Reserve Components Advisors perform for the five Reserve Components courses the FCD functions already enumerated.

D. The Conferences Division has been operational since December 1984. The duties and responsibilities of the division are enumerated in a letter of instruction signed by the Assistant Deputy Commandant.

V. MISSION CONTINUITY.

A. General. The current emphasis on continuing officer professional development within the Army implies that the School for Professional Development will be an on-going CGSC function. The short-range plan calls for continued emphasis on full staffing and refinement of organizational

missions and functions. This plan is expected to be completed in early 1985. The long-range plan is for continued efforts to bring the required functional course on line.

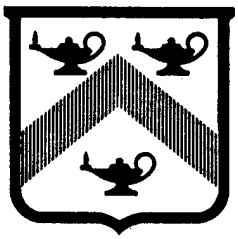
B. Pre-Command Division.

1. Short-range plans are to continue implementation of a newly designed Program of Instruction to be finalized by March 1985.

2. Long-range plans are to continue to refine the course to meet the needs of commanders and their spouses in the field.

C. Functional Courses Division. Although newly organized, there will continue to be a need for FCD. There are eight new functional courses planned to start in the next 12 months. There are plans to transfer several courses from other installations to Fort Leavenworth in the 1990-1991 time frame or earlier if facilities become available. These courses include the Warrant Officer Senior Course, the five Operational Research and Systems Analysis courses, the Organizational Effectiveness Course (and the OE Center and School), and the Mobilization and Deployment Planning Course.

D. The Conferences Division is also a new organization, the need for which became apparent because of the increasing number of conferences projected to be hosted by the CGSC. The CGSC currently hosts approximately 40 conferences and workshops annually with over 1,400 attendees. A requirement for even greater conference activity support will result as additional courses and activities complete their programmed transfers to Fort Leavenworth.



# SECTION THREE

## ACADEMIC SUPPORT

COMBINED ARMS RESEARCH LIBRARY

DOCTRINAL LITERATURE MANAGEMENT OFFICE

MEDIA SUPPORT CENTER

MILITARY REVIEW

DEPARTMENT OF AUTOMATED COMMAND AND TRAINING SYSTEMS

RESERVE COMPONENT

EXTENSION TRAINING MANAGEMENT

# CHAPTER 19

# COMBINED ARMS RESEARCH LIBRARY

## COMBINED ARMS RESEARCH LIBRARY

## (CARL)

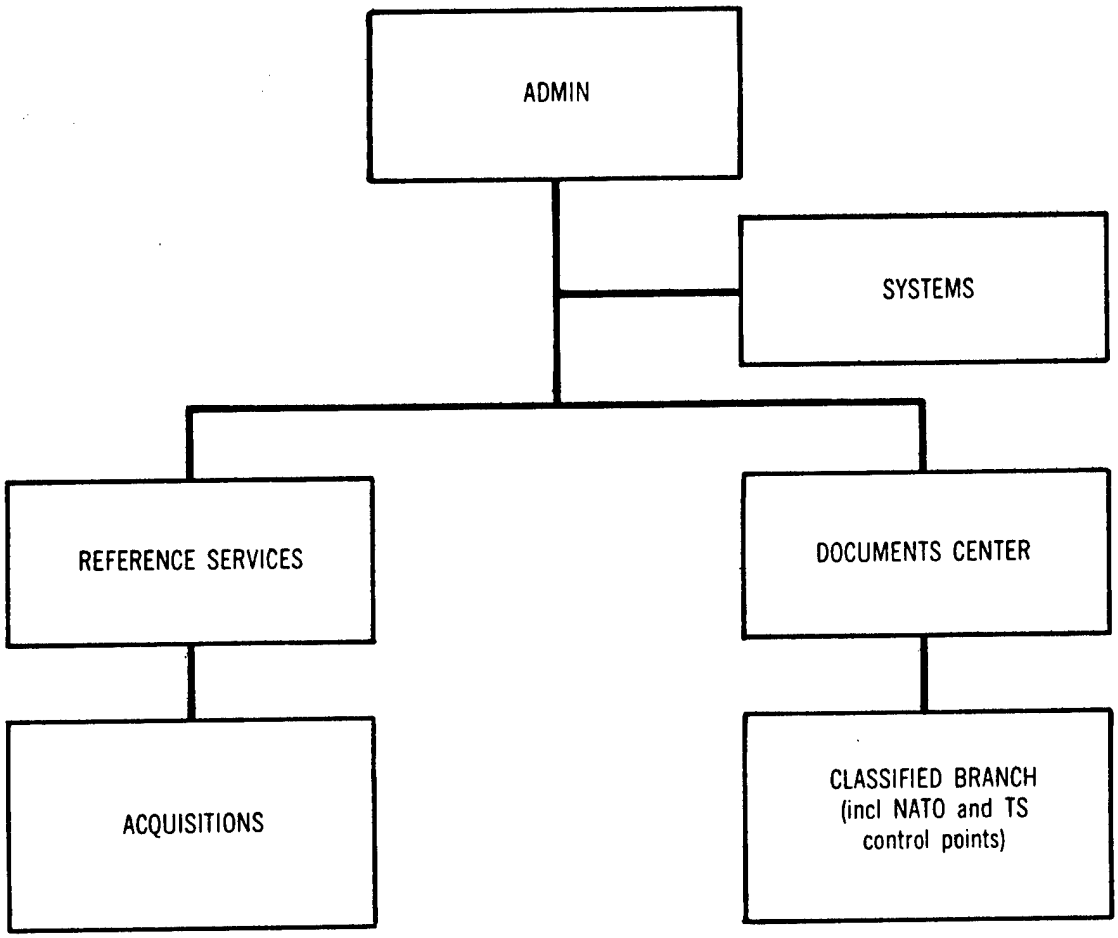



Figure 36.

# COMBINED ARMS RESEARCH LIBRARY

I. MISSION.

A. General. The Combined Arms Research Library (CARL) has as its broad mission the meeting of information requirements of its patrons by providing library materials and services to support courses of study and research.

1. The patrons comprise the following groups:

a. Staff, faculty, and students of the regular and reserve CGSC courses.

b. The Combined Arms and Services Staff School ($CAS^3$).

c. School for Advanced Military Studies (SAMS).

d. School for Professional Development.

e. Pre-Command Course.

f. National Guard Division Refresher Course.

g. Military personnel participating in cooperative programs with local universities.

h. Action officers of doctrine and training research and development activities, such as CACDA and CAORA.

i. Patrons at other TRADOC school and technical libraries (through the TRADOC Library and Information Network, TRALINET).

j. Historians and researchers, military and civilian, literally worldwide.

2. Although the CARL patron base is broad, about 75 percent of activity in the library supports CGSC and $CAS^3$ faculty and students.

3. In support of this mission, CARL staff members perform all the traditional library functions--selection, acquisition, cataloging, circulation, reference and research support, as well as some functions unique to this library:

a. Determining copyright status and obtaining permission for CGSC and CAC to reprint copyrighted materials.

b. Maintaining the CGSC-instructional and CAC-operational archives.

c. Operating TOP SECRET, NATO, ATOMAL and COSMIC control points.

d. Operating the Classified Message Center for the College.

e. Maintaining security control systems for classified documents.

f. Maintaining a small Learning Center with videotape players and monitors, and audiotape players. Eight PLATO terminals are on order for the learning center. PLATO is a computer-assisted instructional program.

II. RESOURCES AND ORGANIZATION.

A. Financial Resources. CARL has been well-resourced, particularly since 1978, when the CGSC Library changed its name to the Combined Arms Research Library to acknowledge its expanded role in providing information support to the Combined Arms Center and TRADOC. Operating budget figures are shown on the accompanying data sheet. These dollar amounts translate as follows: CARL has not, for over seven years, had to deny an academic department's request for teaching or research material because of lack of funding. Enough travel and training funds are provided, usually, for each librarian to attend one course or conference each year. Occasionally, funds for general collection development have been expended instead for departmental support, but discretionary funding available toward the end of the fiscal year usually makes up any shortfall and allows the purchase of "big ticket" items like the Congressional Information Service (CIS), American Statistical Index (ASI), Statistical Research Index (SRI), Index to

International Statistics (IIS), and the microfiche collections those indexes access. A portion of the budget year is dedicated to equipment. Most equipment within the library is up-to-date and then replaced at regular intervals (a plain-bond microfiche reader-printer, for example, was procured during the first quarter of FY 85). Funding for major capital improvements include four compact shelving systems, new carpeting and furniture, and a minicomputer-supported integrated on-line library system (currently being procured). This system has 46 microform readers (including 24 available for patron check-out), 12 microform reader/printers, and two photocopiers in the library for patron use.

B. Staff and Organization. Staffing levels at CARL have remained fairly constant over the last few years, between 30 and 35 people. Currently, CARL has a staff of 33--11 librarians and 22 technicians. The staff is organized into an Administrative section (the Director, a Systems Librarian and a secretary), and two main branches, Reference Services and Documents Services, with 15 people each (see figure 36). The staff/patron ratio then is 1:100, excellent against any staffing standard.

1. The Systems Librarian is responsible for the introduction and maintenance of automated systems in the library. Also included on the staff are a Copyrights clerk, who secures for CGSC author/instructors more than 2,000 copyright releases each year; TOP SECRET and NATO Control officers, responsible for controlling access to those restricted collections; and a Classified Message Center clerk, who handles all registered and insured mail received by the College. These special function personnel are unique to CARL among TRADOC school libraries.

2. To meet the increased reference demand, particularly that generated by CAS$^3$, CGSC added one reference librarian position to the Documents Center staff in October 1984. A librarian/archivist was also added to the CARL staff in October 1984. This person will organize and provide access to valued special collections: rare books, photo archives, and CGSC instructional and CAC operational archives.

C. Staff Experience. The expertise of the CARL staff members is a significant resource itself. The primary reference staff--six librarians and three technicians--has a combined total of 115 years conducting reference interviews and finding information in the CARL collection. Seven librarians on staff have post-graduate degrees. All have had training and are adept at using the state-of-the-art, on-line bibliographic data systems available within the library: Lockheed's DIALOG, BRS, Mead Data Central's NEXIS, and the Defense Technical Information Center's (DTIC) Defense Research, Development, Test and Evaluation On-Line System (DROLS). Many CARL personnel are recognized leaders in their field and serve on military and civilian library advisory groups, such as DTIC's Resource Sharing Advisory Group, Army Library Institute Task Force Groups, Army Library Committee, and committees of the American Library Association.

D. CARL's Collections.

1. Books and Periodicals. Book and periodical collection statistics indicate a volume/student ratio of 30:1 and volume/academic department ratio of 15,000:1. The collection includes 80,000 book titles (100,000 volumes), 800 periodical titles, 650 current periodical subscriptions, and over 400,000 microforms (including the CIS, ASI, SRI, and IIS microfiche collections mentioned above). The collection has in-depth coverage in the subject areas of military art and science, political

science, international affairs, leadership and ethics, history (particularly military history), management and computer science. The library also has a small but respectable collection of library science periodicals and monographs, which serve to keep the staff informed of changes in the fast growing information industry.

2. Documents. A valuable and unique resource to the Combined Arms Research Library is the documents collection. The documents collection is one of the most extensive within the US Army and includes both classified and unclassified materials. The holdings cover a span of over 50 years. Primary source material, such as reports from World War II and daily intelligence reports from the Korean Conflict, as well as after-action reports and analyses of more recent military activities, are available for original research. The Battle Analysis course, for which small groups of students study a single military action in depth, draws extensively on the Documents Collection.

3. Other Collections. MMAS theses, student research papers, CGSC instructional materials, and a comprehensive collection of current and obsolete Army regulations, field manuals, pamphlets, training manuals, and other administrative, technical, and training publications are also available in the Documents Center. CARL also maintains CGSC instructional archives, audio tapes of CGSC guest speakers, and copies of studies and reports produced by other Combined Arms Center activities.

III. MISSION ACCOMPLISHMENT.

A. Documents Branch. The Documents Branch has a collection of over 140,000 documents accessible through a card catalog. Additionally, since 1973, the Documents Branch has had on-line access to the catalog of 1.7 million reports held by DTIC. Some 45,000 of these reports are available

immediately; any of the other documents can be ordered (in paper or microfiche) from DTIC. The Documents Branch staff performs over 1,500 individual DTIC searches each month during the school term. These searches are prepared and run by librarians, usually sitting with the student, refining the search strategies as results are displayed, until the student identifies a manageable amount of highly pertinent information. Most requests for documents can be filled from in-house resources; however, CARL orders about 3,000 documents each year from DTIC in response to specific patron requests. An additional 400 to 500 items are borrowed from other sources each year for patrons.

B. Classified Branch. The Classified Branch of Documents Services has the responsibilities of the Classified Message Center, the TOP SECRET control point, and the NATO control point. Although the entire Documents Branch is restricted to security-cleared US personnel, CARL maintains a special facility to allow Allied officers with NATO clearance access to NATO materials. Each year, several of the MMAS theses written are classified; Classified Branch staff members help students and faculty determine and apply the proper security and distribution limitation markings to their papers and theses. Assuring compliance with all pertinent security regulations is considered one of the most critical functions of the library.

C. Reference Services. The Reference Services Branch of CARL fields over 300 major research questions each school term, and countless shorter requests for information. The number of searches performed on on-line bibliographic data bases has been increasing since the introduction of the services in the late 1970's. During the last academic year, librarians conducted about 400 multisearch on-line sessions for students and faculty. This service is particularly attractive to local university Coop students.

Funding to support on-line literature searches has remained fairly constant (at about $9,000) since 1980; however, staff expertise on-line has increased, so the same funds now buy more information. The College provides a terminal, printer, and modem to access these systems. An additional terminal station in the Cataloging department of Reference Services allows access to OCLC, Inc., a major source of nationally standardized cataloging information. Since only a small percentage of the materials indexed through these on-line services is available within CARL, the interlibrary loan (ILL) service has seen an associated jump, from 1,200 items requested in 1981 to 1,400 items requested in 1984, with a fill rate in 1984 of 93 percent. Requests for interlibrary loan are placed through the OCLC ILL subsystem and are usually filled within 14 days. Of course, CARL also lends materials to institutions at no charge. Circulation figures (25,000 in 1982; 27,000 in 1983; 40,000 in 1984) mirror the increasing patron base but probably do not adequately reflect library patronage. Many materials are photoduplicated or ordered specifically for, and then given to, a patron; thus no circulation transaction is required.

IV. MISSION CONTINUITY.

A. Future resource levels are by no means assured, but CARL expects sufficient funding, including necessary increases for inflation, to continue to meet its mission. Discretionary funds to update yearly the ASI, CIS, SRI, and IIS collections and for general collection development are more tenuous; however, CGSC has provided funds fairly consistently in the future. Sporadic funding from TRALINET fills in the gaps. Network participation (TRALINET and the Federal Library Network, in particular) will help keep some contracted services affordable. The recent plusup of the

CARL staff to 33 should be sufficient to provide adequate patron service for the next 3 to 5 years, even with the introduction of new CGSC curricula.

B. CARL staff members have particularly good working relationships with personnel from the academic departments. The library maintains reserve collections in both Reference Services and Documents Services in support of individual courses of instruction. The library perhaps could be more effective in specific collection development areas if CARL were more closely involved in curriculum development. Funding is sufficient to acquire materials to support new courses of instruction, but lead time for acquisitions is sometimes short. Also, with the addition of a librarian/archivist to the CARL staff, a more formal growth of the archive program, including introduction of automation into archival cataloging and retrieval procedures, is anticipated.

C. Issue. The primary problem facing CARL, now and in the future, is space. The current facility seats 300, a patron/seat ratio of about 11:1. However, CGSC students use the library heavily. Often more than 100 students are in attendance at one time on the second floor (Reference Services) alone. With the establishment of $CAS^3$ (1,200 students each year now, increasing to 4,500 yearly by 1986) and SAMS (24 students in 1985, and 48 for 1986) the space problem became critical. SAMS requires a dedicated carrel with locked storage for each student. MMAS candidates also require dedicated space for ongoing research. These two requirements alone exceed the number of carrels available in the Library. Space generators such as compact shelving provided short-term relief, but those kinds of solutions have been exhausted. The current library facility is full. Space intensive activities such as expansion of the Learning Center (the programmed 8 PLATO terminals, for example, represent only 2 percent of the computer-assisted

instruction capability requirements for 1989) or expansion of Combined Arms Center operational archives cannot be addressed in the current facility. The present facility does not have sufficient power outlets, computer and telecommunications links to support a growing automation program, nor climate control for the preservation of rare and fragile library materials.

D. CARL has proposed interim and long-term solutions. A mezzanine built over the Reference collection on the second floor, for example, would add 90 seats. Recently the mezzanine was given top priority for new construction funds in FY 86; however, construction is not guaranteed and the mezzanine is at best a short-term solution to CARL's space problem. A new academic library building, now included in the Fort Leavenworth master construction plan for 1988, would solve the space problems and provide a state-of-the-art facility to serve the college into the next century. CARL is currently competing with other construction projects for priority; neither the funding for the new library nor the 1988 target date is assured.

E. As $CAS^3$ and SAMS expand, and as new courses of study at CGSC are added, CARL will be able to serve a decreasing fraction of the students and staff needing information assistance or just a quiet place to work. The new facility must be initiated as soon as possible if CARL is to continue to meet its mission.

# CHAPTER 20

# DOCTRINAL LITERATURE MANAGEMENT OFFICE

## DOCTRINAL LITERATURE MANAGEMENT OFFICE

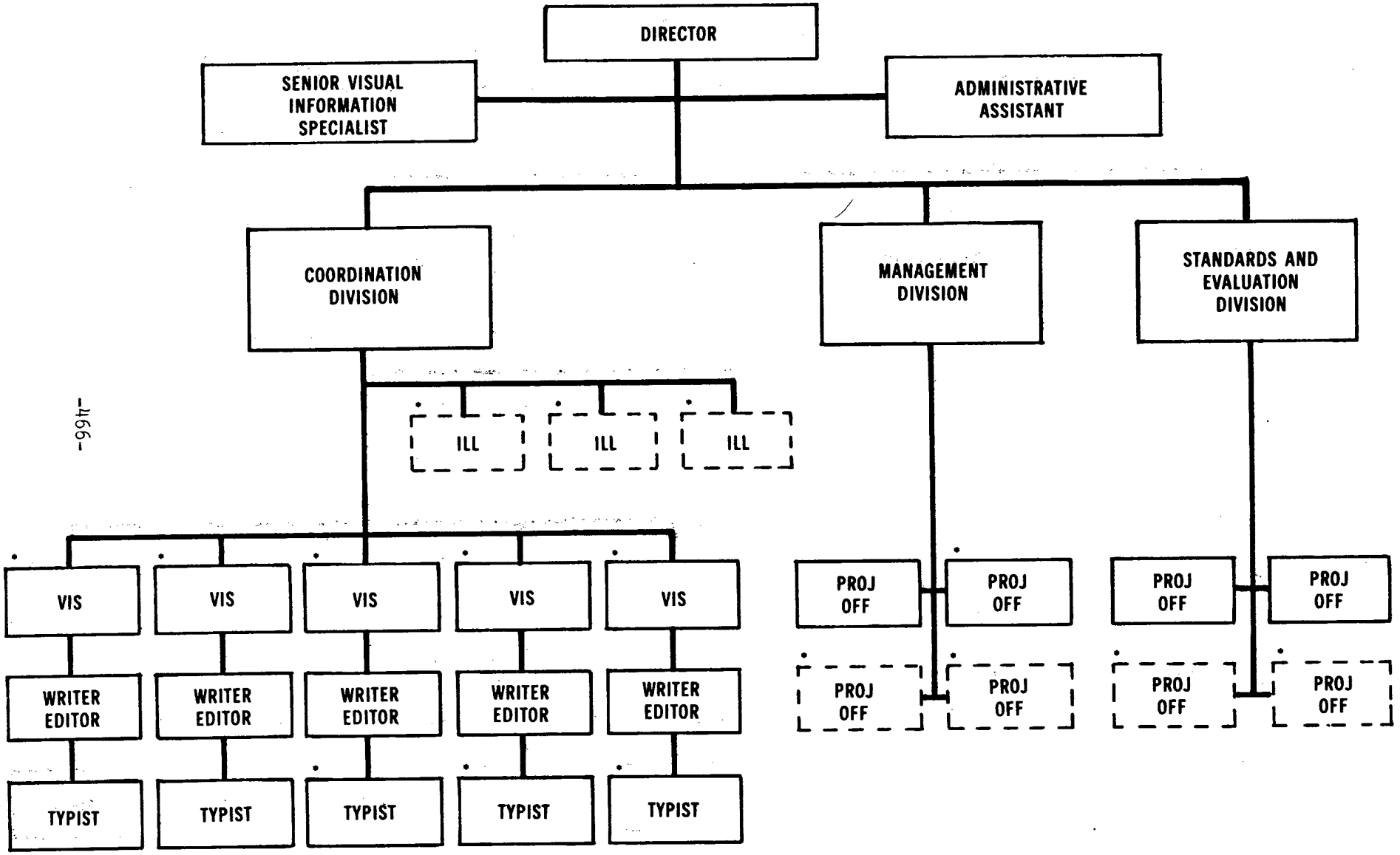



Figure 37.

DOCTRINAL LITERATURE MANAGEMENT OFFICE

I. MISSION.

A. General. The Doctrinal Literature Management Office (DLMO) is the College administrator for the production and dissemination of doctrinal publications. The DLMO was established in 1980 when the Training and Doctrine Command (TRADOC) decided that doctrinal literature and the writing of selected field manuals would no longer be done at that headquarters. This decision restored to the instructors the central role of doctrinal formulation and writing. The DLMO management function is limited to those publications for which the Combined Arms Center and the College has proponency as part of the Armywide Doctrine and Training Literature Program. These publications include field manuals, field circulars, training circulars, and audiovisual products of a combined arms nature, forces involving two or more branches of the Army, for use by Army personnel worldwide. Doctrine as defined in TRADOC Pamphlet 34-1 is "The fundamental principles by which military forces or elements thereof guide their actions in support of national objectives." It is authoritative but requires judgment in application.

B. The authors of the doctrine at the U.S. Army Command and General Staff College are the academic department instructors as directed by the Commanding General of TRADOC. This places the DLMO in the role of a resource user rather than a resource provider as concerns the student body. However, since the publication of doctrine is an equal in mission priority with that of teaching, DLMO's role in the College must be part of the self-study.

C. Mission. The Department of the Army has tasked TRADOC with the responsibilities for all conceptual, doctrine, and training development

functions within the Army. TRADOC has subsequently passed this tasking on to subordinate elements. A large portion of the development functions are performed by the TRADOC subsidiary, the U.S. Army Combined Arms Center, of which the College is a major subordinate command. Since the majority of doctrine produced at the Combined Arms Center is provided by the College, the DLMO became and remains a College staff agency.

D. The mission of the DLMO is to manage, direct, coordinate, and evaluate the activities of CAC and its associated schools in the development of doctrinal literature and assist them in executing their respective doctrinal portion of the Armywide Doctrine and Training Literature Program. Inherent in this mission are the following tasks:

1. Manage the approved TRADOC DLP to include review of resourcing and installation contracts for the Combined Arms Center and its associated schools. DLMO directs and coordinates the doctrinal literature program activities of 13 schools during the development cycle of their doctrinal literature and assists them in executing their portion of the Armywide Training and Doctrinal Literature Program. This is accomplished by the Management Division of DLMO.

2. Manage the development, writing, revision, editing, and final design of Combined Arms Center proponent doctrinal literature; provide doctrinal literature program general support (editing, visualization, typing, distribution of drafts for comments, etc) to the authors/subject matter experts in the Command and General Staff College departments, Combined Arms Combat Developments Activity, and Combined Arms Training Activity responsible for writing doctrine. This is the responsibility of the Coordination Division of DLMO.

3. Provide a member to the TRADOC Service School Evaluation Team to formally evaluate the progress of the doctrinal literature program. This is the responsibility of the Standards and Evaluation Division of DLMO.

4. Serve as the Command and General Staff College's International Rationalization, Standardization, and Interoperability (RSI) Program and Bi-Lateral Staff Talks coordinator. This task is performed by the Standards and Evaluation Division.

5. Conduct other doctrinal staff functions as directed.

II. RESOURCES AND ORGANIZATION.

A. Personnel staffing had been a continuing problem until the summer of 1984. Now DLMO has 6 officers and 10 civilians assigned. This is an adequate number of personnel to accomplish the taskings listed in our mission statement. The diversity of military experience possessed by the officers now assigned to DLMO provides the capability to reduce the time instructors need to spend reviewing doctrinal literature. This has been achieved by DLMO's doing a preliminary review and focusing the academic departments on reviewing specific portions of a manual rather than the entire document. Not only has this saved instructor time, but it also has reduced delays in returning the draft manuscripts to the preparing agency by an average of 2 weeks. Of particular significance in the area of human resources is the addition of a civilian to coordinate the implementation of international military agreements into doctrinal literature. This had been a major void for several years. While addressing human resources, a short description of what is required of our editors must be highlighted. Editors assigned to DLMO are much more than proofreaders. They must also be able to rewrite, reorganize, and restructure manuscripts to meet stylistic requirements and improve transition and logical flow. They advise authors

on matters such as organization, development, format, editorial adequacy, and quality of presentation of manuscripts. They are responsible for calculating reading grade levels of each publication throughout the various stages of production. This brief description of the editors' duties indicates the significant role they play as part of the writing team.

B. Monetary resources, the operating budget, for DLMO is not and has not been a problem. The budget, excluding civilian pay, is $65,000 a year. This money is used to defray traveling costs for participation in the TRADOC school evaluation program and to make at least two coordination visits to each of the associated schools during the fiscal year. Not only is DLMO able to conduct on-sight visits within the budget, but it is also capable of hosting an annual Doctrinal Literature Program meeting here.

C. Physical resources provided this department are an area of concern. With the additional personnel now assigned to the department, office space is inadequate. Although DLMO is accomplishing the mission, working conditions are noisy and crowded. This will remain a problem until building reconstruction is completed in about one year. This department is also lagging behind in the area of automation and is not as efficient as it could be if a word processor for the secretary and a personal computer direct access for the management and the standardization divisions were available. These automation requirements have been submitted for funding and receipt is anticipated within the year.

III. MISSION ACCOMPLISHMENT.

A. The College has increased its productivity of doctrinal literature with the adoption of the new field circular media. However, the production of Department of the Army-approved field manuals still remains behind

schedule. As has been stated in other accreditation studies, doctrine must compete for resources; this is the single biggest contributor to falling behind the proposed production cycle.

B. With the change to the TRADOC field manual production cycle, now down to 18 months from 24, and the revision of manuals reflecting AirLand Battle doctrine, the College should find it easier to meet its production dates.

C. The DLMO has changed its focus in the area of doctrinal literature management in that it now manages only the Combined Arms Center and its associated schools rather than all of TRADOC. This has allowed DLMO to make several management policy changes, both internally within CAC and externally, which should streamline a rather cumbersome program. The additional personnel strength has also made it possible to do more face-to-face coordination within the College. This has shortened both the administrative and individual response times for actions concerning the program. As time is available, military personnel attend professional development classes thath will enhance abilities in reducing the workload, pertaining to doctrinal literature, in the academic departments.

IV. MISSION CONTINUITY.

The future appears to be bright for the College in the area of doctrinal literature production. The Department of the Army has nominated the College for 100 percent staffing of its military authorizations, which will eliminate the competing resource problem and allow DLMO to dedicate authors and production staffs when manuals are required. As the world situation politically and economically changes, new doctrine for the military's rôle will be required, thereby necessitating the existence of the DLMO.

Productivity should be greatly improved in the next several years as we increase use of automation within DLMO and in the printing support area. Plans are now being drawn which will allow us to produce literature faster and cheaper than ever before. The role of managing these assets will be increased and this department should continue to play a major part in accomplishing this mission for the College.

# CHAPTER 21

# MEDIA SUPPORT CENTER

## MEDIA SUPPORT CENTER

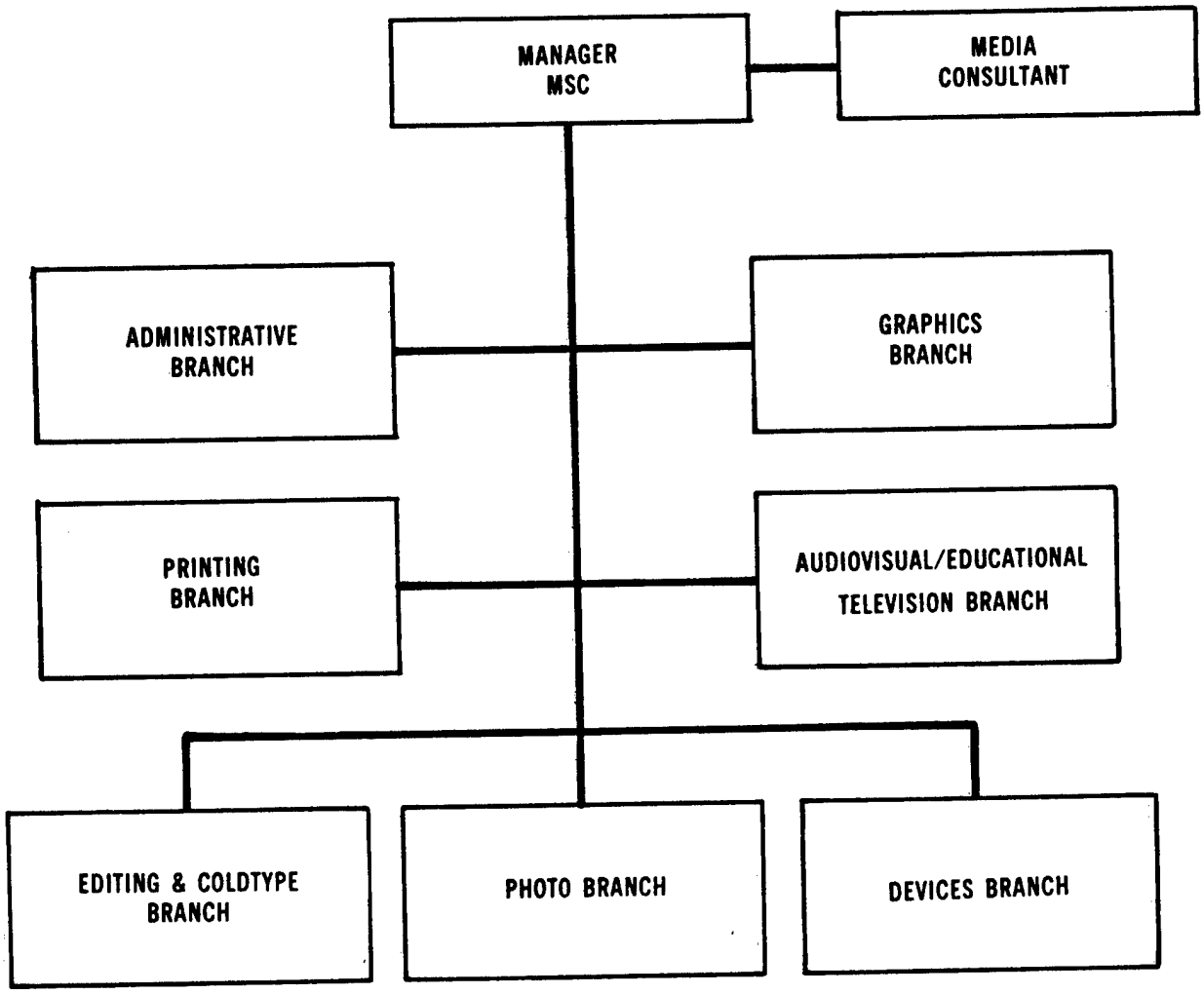



Figure 38.

MEDIA SUPPORT CENTER

I. MISSION.

A. The Media Support Center is not a direct entity of the Command and General Staff College, but rather a part of the Directorate of Operations, Plans, and Security. The Media Support Center is charged with an installation-wide support mission; however, the largest user of the services and support is the Command and General Staff College.

B. The Media Support Center is charged with providing a single point of contact for media support and services. Implicit in that mission is the requirement to provide the Audiovisual/Educational Television, Devices, Editing and Coldtype, Graphics, Photographic, and Printing support required to conduct the Command and General Staff College educational program. The Manager of the Media Support Center is charged with the responsibility for providing advice to the Commander and Command on media services. The mission also includes the authority to take such management actions as may be required to ensure the continued provision of those media items required for support of the CGSC course of instruction.

II. RESOURCES AND ORGANIZATION.

A. The Media Support Center is adequately resourced and organized (figure 38) to meet the mission requirements placed on it by those authorized support. In 1983, the activity was evaluated for possible contracting out to a private firm. This evaluation resulted in a finding that the activity was efficiently organized and more cost effective as a continued government-run entity than a private commercial operation. This evaluation was performed by the offering of a public solicitation for bids, their acceptance, and an actual cost comparison between the inhouse operational costs and the lowest bid received. Every 5 years, evaluations

will be conducted to ascertain the continued cost effectiveness of the in-house operation. These actions will not preclude the periodic change of operation and staffing or financial resourcing to meet new mission requirement.

1. Human Resources. The Media Support Center is staffed with 103 civilian employees who man the various branches of the organization. These employees are skilled at their trades and have been selected from among the best-qualified applicants from Civil Service registers. The Manager holds an MS degree and is a 1971 graduate of the U.S. Army Command and General Staff College. A number of the employees, particularly in the Graphics Branch, are degreed with majors in Fine Arts. Some of the printers have A.A. degrees in the printing trade from junior colleges. Regardless of pure academic training, all are skilled professionals.

2. Financial Resources. The FY 84 Annual Budget in excess of $4.9 million was adequate to fund the requirements projected by the authorized users. All authorized work is accomplished without direct cost to the requester, presenting a most favorable environment for the development of instructional support materials required to deliver a quality military education program. Budget development follows the standardized military budget practice of developing requirements on which budgets are formulated and submitted and funding lines are approved by the element of expense.

3. Physical Resources. The Media Support Center is housed in Building 77 at Fort Leavenworth. This building, constructed in 1950, contains the Army Field Printing Plant, the Editing and Coldtype Branch, the Graphics Branch, the Photography Branch, the Audiovisual/Educational Television Branch (less the TV Studio and Auditorium Support Personnel), and the Administrative and Supply Branch. Integral to the organization, but

located in external facilities, are the Television Studio and the Auditorium support sections located in Room 98 and Eisenhower Auditorium, Bell Hall, respectively. The Devices Branch is located in Building 75. Adequate warehouse space is provided to meet the operational needs of the organization in Buildings 310 and 341.

B. Every effort is made to keep the equipment used by operating personnel current and at state-of-the-art levels. This organization has experienced no major shortfall in the procurement process which would preclude mission accomplishment due to lack of proper supplies or equipment. Of major interest is the seven channel closed circuit television system which is used principally in support of the Command and General Staff College programs. The television facility in Bell Hall allows for the movement of a video signal throughout the building using live talent, prerecorded video tape, 16-mm projection, or from the four major networks (ABC, CBS, NBC, PBS). Also distributed throughout the facility is the Reuters News Service.

III. MISSION ACCOMPLISHMENT.

A. The best measure of the accomplishment of that mission is reflected in the production figures outlined in the Congressional Joint Committee on Printing Report Form 1 which reflects the total printing production for this activity. An estimated 95 percent of that support was in support of the Command and General Staff College. The indication of the training aids support mission accomplishment is contained in the Audiovisual Annual Report (DD Form 2054/1). An estimated 70 percent of this support was provided for education and training, and approximately half of the combat readiness support was applied to CGSC mission requirements. Highlights of these reports reflect over 420 million production units of printing with a

production unit defined as one page 8-1/2" x 11" printed in one color on one side; the training aids production included 463,788 pieces of graphic art, 3,466 minutes of video tape recording, 6,298 minutes of audio recording, 251 minutes of combined media, and 167 hours of television broadcast. Also reflected are over $120,000 of operator support for CGSC auditoriums and over $128,000 for maintenance support for audiovisual equipment. The support mission for CGSC was considered to be accomplished in an outstanding manner in both quality and quantity.

B. Some highlights of mission accomplishment in support of the CGSC include, but are not limited to, 12 hours of concurrent TV live Instructor Orientation Training via satellite to USAR Schools in Presidio of Monterey, California; Boise, Idaho; Kansas City, Missouri; Indianapolis, Indiana; Fort Belvoir and Richmond, Virginia; a 40-hour interactive TV Command Post Exercise between Fort Leavenworth, Maxwell Air Force Base, Alabama, and Quantico Marine Base, Virginia; preparation of nonresident instructional materials for both the USAR School (resident) and Correspondence Course programs; publication of 12 issues of the English language edition, and 4 editions each of the Spanish and Portuguese versions. Additionally, all work requests submitted were completed on time and to the requesters' satisfaction. The Media Support Center has participated fully in the new faculty orientations to ensure that new personnel are aware of the services available to support the instructional mission. A quarterly publication is produced and distributed installation-wide to inform personnel about the services available and the new accessions of films and tapes to support the educational process.

IV. MISSION CONTINUITY.

A. Commercial Activities Program. In 1983, The Media Support Center was surveyed for potential contracting out to a commercial enterprise of the Training Aids Support Center (all branches less Printing). The result of that survey was favorable for the government-run operation since it was determined to be more cost effective than the commercial bids. This determination dictates the retention of the current in-house operation for the next 5 years (1983-1988). The impact is that the operation and its current relationships with CGSC will continue. The printing situation also appears to be stable vis-a-vis contracting out due to the cost efficiency of that operation. Therefore, there should be no change in the support currently provided for the next 5 years.

B. The projections for $CAS^3$ and SAMS expansion have been communicated to the MSC and the projected workload, equipment acquisitions, and personnel gains anticipated due to this growth have all been focused to provide the required support.

C. The short-term resource expectations appear to be met. This organization either possesses or has projected necessary personnel to meet the program needs for the next 5 years. Funding has been provided at adequate levels for many years and there is every indication that that fund support will continue. Equipment which is procured at costs in excess of $3,000 is funded through the Other Procurement Army (OPA) process and is projected on a 5-year program. This program has been effective in the past and should continue to provide the required high-dollar items which can be supported for procurement with adequate justification.

D. MSC's long-term organizational goals are to turn more heavily to automated production devices which can enhance productivity without

increases in labor cost. Some of these devices are computer-generated graphics work stations tied to a Central Processing Unit, an earth station for full duplex satelite television operation, and new state-of-the-art color printing equipment. There is every likelihood that these goals can be attained.

# CHAPTER 22

# MILITARY REVIEW

## MILITARY REVIEW

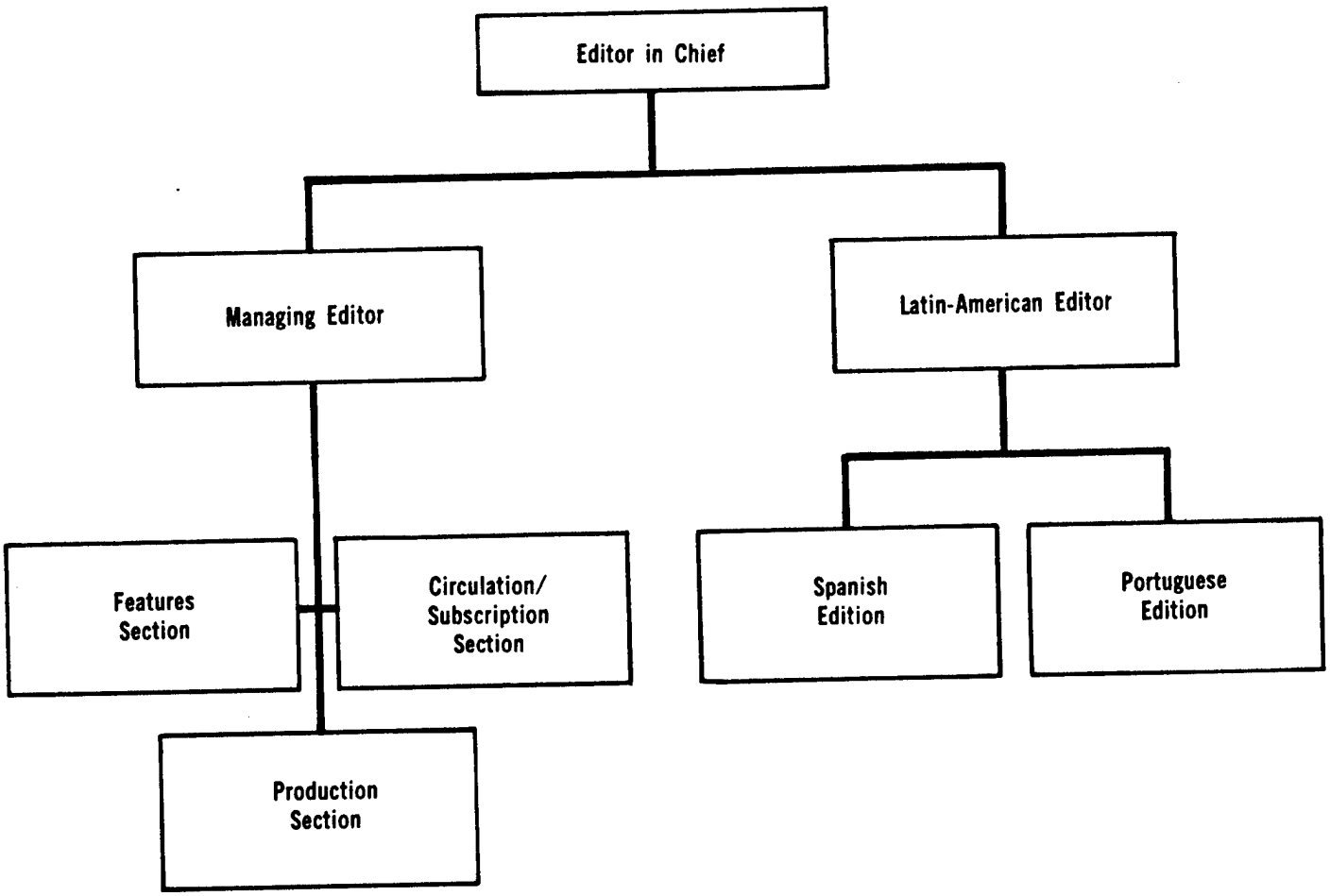



Figure 39.

# MILITARY REVIEW

I. MISSION.

A. Mission. The mission of Military Review is to publish an internationally recognized professional military journal in three languages which supports the academic program of the U.S. Army Command and General Staff College (CGSC) by--

1. Providing a forum to stimulate thought and the exchange of ideas about military affairs.

2. Serving as a vehicle for dissemination to the entire Army of tactical concepts and doctrine developed at CGSC.

3. Promoting the continued professional development of officers throughout the Army.

4. Providing a medium for exchange of thought on military affairs among the United States, other nations, and the academic community.

B. General Objectives. Military Review, which is published monthly in English and Spanish and quarterly in Portuguese, is dedicated to the promotion of the military art and the professional development of officers. Its impact extends far beyond the student body at CGSC. The goal is to stimulate thought about matters of importance to military personnel and to subject Army doctrine to continuous critical analysis leading to better understanding and to improvement. Topics addressed include national defense policy, tactics, strategy, organization, logistics, weapons and equipment, foreign forces, leadership and management--in fact, any subject related to military affairs that is of current interest and significance.

C. Military Review contributes to the professional development of officers through dissemination of new concepts and techniques and by stimulating the thoughtful and innovative to expose their ideas to critical

peers. Material published generally does not reflect official views or established positions. Rather, it is selected to present a number of different viewpoints on a broad spectrum of matters which deserve consideration by the middle and senior leadership of the US Army. Authors include officer students at CGSC, individuals in troop units, on staffs, on service school faculties as well as scholars from the academic community and other authorities from many walks of life throughout the world.

D. Although Military Review is published primarily for the US Army officer, its authors and readership reflect its international appeal. Each issue of Military Review contains from six to eight original articles and several book reviews. The Letters section features readers' comments about what they have read in the magazine. In the News section, attention is focused on new military equipment, techniques, concepts, organizations and events throughout the world. The Reviews section carries synopses of articles from other journals that the average Military Review reader may not have seen. With few exceptions, each issue is self-contained--there are very few two-part articles. Balance is obtained through careful selection of material.

E. Military Review, which is read in more than 80 countries, is distributed free of charge to students at CGSC, the Army War college, and to Army students at other senior service schools. Free copies are also distributed throughout the Army to Active and Reserve Component units. Individuals may purchase their own subscriptions through the Military Review Subscription Fund. Combined circulation of the English, Spanish, and Portuguese editions is more than 25,000 copies.

II. RESOURCES AND ORGANIZATION.

A. Human Resources.

1. Military Review is authorized 6 US Army personnel (five officers and one noncommissioned officer), 13 civilian employees (11 appropriated fund, 2 nonappropriated fund), and 1 officer from the Brazilian Army. Presently two editorial positions are vacant. Since June 1983, the magazine has been without an Editor in Chief and a Features Editor, both of whose responsibilities have temporarily been assumed by other personnel.

2. The Editor in Chief is responsible for the general direction and supervision of Military Review to include broad planning and policymaking, acceptance of material for publication, promotion, management, and coordination of the three editions, and all other functions related to the publication and distribution of Military Review.

3. The Managing Editor serves as the editor of the English edition. In addition, he supervises the Features, Production, and Circulation/Subscription sections. He solicits and reviews manuscripts and other source material and recommends material for publication as well as edits material for publication, develops format and graphics, schedules production and ensures adherence to production schedules, monitors printing to ensure contract compliance by commerical printer, and ensures that copies are distributed to readers in a timely fashion.

4. The Features section produces material for some 35 percent of each issue (Letters, Reviews from other journals, News, and Book Reviews). The section also conducts the book review program which each year places some 500 recently published books with reviewers and selects reviews for publication in the magazine.

5. The Production section coordinates all production processes from the manuscript solicitation stage through typesetting, paste up dummy,

and the actual printing of each issue. The section coordinates copy editing and development of art work for each issue.

6. The Circulation/Subscription section manages all aspects of magazine distribution, both to Army units and individual subscribers. It maintains close coordination with the contract printer and the US Postal Service to ensure that distribution is timely.

7. The Editor of the Latin-American editions edits material for publication and oversees all aspects of production and distribution of the Spanish and Portuguese editions.

8. The editors of the Spanish and Portuguese editions concentrate on translation, editing, and production of their respective publications.

9. Graphic arts support for the three editions of the magazine is provided by the Media Support Center.

10. Military Review is printed by a commercial printer in Topeka, Kansas, through a Government Printing Office contract.

B. Financial Resources.

The Fiscal Year 1985 budget for Military Review totals $641,560. Of that amount, $309,280 is for printing, $232,380 for civilian personnel, and the remainder is allocated for expenses, such as language translations, equipment, travel, and supplies. This budget is sufficient for production of the three editions of Military Review.

C. Physical Resources.

The Military Review staff is located in the basement of Funston Hall. This location provides adequate facilities for the production of a magazine. A valuable tool in the production of Military Review is a Wang word processing system that has been specially modified to accommodate the magazine's three languages.

III. MISSION ACCOMPLISHMENT.

A. Description of Mission Performance. Military Review directly supports the academic program of CGSC by publishing material that expands on topics that are presented in the classroom, allowing students and former students to present their ideas about what has been learned at CGSC, and permitting CGSC authors and doctrine writers to disseminate the latest doctrine to Army units all over the world.

B. Evaluation of Mission Performance. Several methods are used to evaluate how well Military Review is serving its audience. Numerous letters to the editor (as well as telephone calls) are received from readers and provide immediate information about how well an issue or an article has been received. Tear-out, postage-paid comment cards are included in the back of each copy of the magazine to allow readers to express their thoughts about a particular issue or about topics they would like to see presented in later issues. Some 800 comment cards have been received in the past 3 years. These cards are a valuable source of rapid feedback from readers. Military Review is required by Army regulations to conduct a formal readership survey every 2 years. The most recent survey went to a random sample of 1,736 field grade officers. A 54 percent return rate was experienced. The next survey will be conducted in the spring of 1985.

IV. MISSION CONTINUITY.

A. Military Review's mission is to publish a journal in three languages on a regular basis. There is no indication that this is likely to change. As long as the Department of the Army continues to authorize publication and the personnel situation remains reasonably stable, Military Review will be published. A problem has been created by vacancies in two of the four top

editorial positions. The Editor in Chief's duties are currently being performed by the Managing Editor and the Features Editor's duties have been assumed by the Books Editor. As long as this situation exists, production of the magazine will be constrained by the limits of two people performing the duties of four. Obviously, certain areas will not receive the amount of attention that they should.

B. It is likely that at a later date the production process will be automated to allow material typed in the Military Review offices to be transmitted electronically to the printer where type will be set automatically. This change will streamline the process that exists today.

# CHAPTER 23

# DEPARTMENT OF AUTOMATED COMMAND AND TRAINING SYSTEMS

## DEPARTMENT OF AUTOMATED COMMAND AND TRAINING SYSTEMS

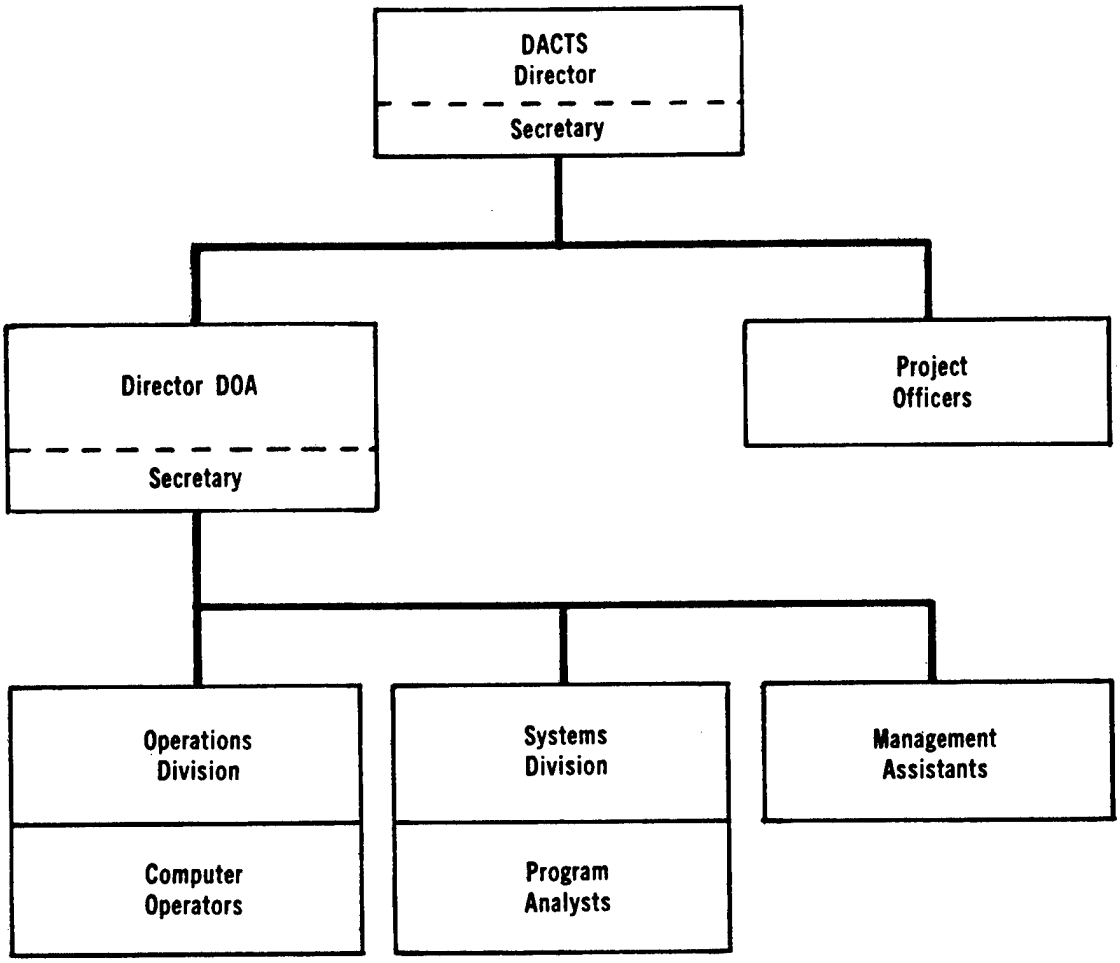



Figure 40.

DEPARTMENT OF AUTOMATED COMMAND AND TRAINING SYSTEMS

I. HISTORICAL BACKGROUND. On 1 July 1982, The Department of Automated Command and Training Systems (DACTS) was created from an internal reorganization of existing CGSC assets. The intent was to move the College as quickly as possible towards an academic environment in which computers could routinely be used in teaching students to make decisions and in improving students' ability to use these instruments to improve the speed and accuracy of their decisions. The principal functions of DACTS are to examine the CGSC curriculum, in concert with the instructional departments, to find appropriate applications for computers, and to acquire the hardware and software to support these applications.

II. MISSION.

A. The mission and functions of DACTS are reflected below.

1. General Objectives. DACTS plans, organizes, develops, and administers the implementation of the U.S. Army Command and General Staff College's computer-supported educational system and serves as the coordinating element and principal staff advisor in the College with respect to all management information systems, Automatic Data Processing (ADP) equipment, ADP resources, and Word Processing. It provides advice on the College Computer Learning Program, including matters pertaining to automated information systems, computer-based instruction, and assistance in accomplishing all school missions, functions, and duties using functional automated systems. It instructs staff and faculty on the use of new computer systems and software, assists faculty in integrating new applications into the curriculum, and provides instructor assistance, when needed, in teaching ADP to Regular Course students. It conducts studies to determine needs for automation, and it assists supervisors and functional

area specialists in developing data automation project requests. The Director of Automated Command and Training Systems is responsible for and is delegated the authority to accomplish the following undertakings:

a. Serve as the principal advisor to the Secretary and Deputy Commandant and as the point of contact for the members of the staff and faculty on all matters related to computer science and word processing as pertains to the College's Computer Learning Program and automated support.

b. Design, obtain approval for, develop, implement, maintain, and modify computer-based education systems that will provide increased efficiency and effectiveness in the execution of the instructional mission of the College. Prior efforts in this area are:

(1) Technical and tactical support instruction.

(2) Automatic data processing instruction to students, staff, and faculty.

(3) General subjects instruction.

(4) Administrative systems (computer-managed instruction).

c. Coordinate closely with other agencies within the Department of the Army to ensure that:

(1) The U.S. Command and General Staff College (CGSC) is abreast of current development efforts.

(2) The CGSC is designing educational systems to support instruction on approved programs.

(3) The acquisition of training devices to support the new instruction is emphasized.

d. Provide guidance and assistance to the staff and faculty and student body in the use of automatic data processing resources allocated in CGSC.

e. Design, obtain approval for, develop, implement, maintain and modify specific systems in support of the College instructional and administrative mission.

f. Exercise managerial control over the use of all data processing personnel, functions, and systems.

g. Analyze other data processing systems for possible use in the CGSC, and effect the conversion of those deemed appropriate.

h. Provide supervision for contracted ADP tasks to ensure adequate performance and compliance.

i. Operate data base management systems that will maximize customer support and file utilization.

j. Operate a data service center through the Directorate of Automation that will provide data services to the staff and faculty, the student body, and other personnel as deemed necessary. Continually review the operation and facility to ensure that the best service possible is maintained within the resource parameters that are applicable.

k. Organize and chair user groups as appropriate to identify user problems and requirements, and to assist in the validation of the projected improvements of services.

l. Design, develop, initiate, and evaluate student study projects in support of the College ADP mission or in conjunction with other CGSC departments.

m. Identify, validate, and coordinate all ADP requirements for CGSC.

n. Maintain the personnel capabilities necessary to provide the Secretary/Deputy Commandant with technical advice on all aspects of the automated data processing field.

o. Study on a continuing basis, the means by which to implement and improve computer-supported systems and word processing for the College.

p. Serve as a focal point within the College for the preparation of consolidated ADP budget, budget estimates, and budget plans. Recommend decrement list for financed requirements and priorities for unfinanced ADP requirements. Provide information to the Directorate of CAC Automation as required by HQ TRADOC. Advise the Librarian on acquisition of appropriate computer science texts.

B. Evaluation of the Mission.

All members of DACTS understand and agree with the mission of the organization. The mission statement is considered to include the workload that should be and is performed by DACTS.

III. RESOURCES AND ORGANIZATION.

A. Human Resources. The officers have been hand-picked, either from internal CGSC assets, when they arrived on Fort Leavenworth or immediately after graduation from the CGSOC. The enlisted are all graduates of the Fort Benjamin Harrison school for computer operators or are computer programers. The civilians are graduates of the ADP Career Intern Program or were selected from among the best-qualified applicants from Civil Service registers. Regardless of pure academic training, all are highly skilled data processing professionals. DACTS is properly organized but it has been staffed to accomplish only mission essential requirements. The current workforce is tasked to its capacity and expansion of the DACTS mission would simply result in accomplishment shortfalls.

B. Financial Resources. The financed amount for FY 85 is adequate to fund the ongoing requirements and those new requirements approved by the Deputy Commandant.

C. Physical Resources. Office space is marginally adequate. Space is inadequate for the storage of supplies and ADP equipment required to support the College. This situation may be alleviated with new offices and storage facilities planned for construction in 1985.

D. Summary. In general, resourcing for the new DACTS organization has been adequate in all three areas.

IV. MISSION ACCOMPLISHMENT.

A. DACTS is responsible for providing automatic data processing support to the College excepting computer operation. This mission entails the accomplishment of five major tasks. These include:

1. Acquisition of computer equipment to support instruction and administrative needs.

2. Acquisition/development/maintenance of computer software to support instruction and administrative needs.

3. Installation of computer equipment in classrooms for ADP supported courses.

4. Operation of a data services center for input/output of data to/from the Data Processing Field Office computer.

5. Instruction of Automated Data Processing to students, staff and faculty.

B. General Objectives. Accomplishment of the tasks outlined in this criterion are measurable as outlined below:

1. Computer Equipment Acquisition. In FY 84 the most significant accomplishment was the delivery of 99 CORVUS Concept microcomputers. This equipment is state-of-the-art and exceeds what is normally termed a "personal computer." These are truly "professional computers" with the capability to process four different computer languages - BASIC, FORTRAN, COBOL, and PASCAL. Of the 99 acquired, 15 have been placed in the data services center, 64 in the classrooms (one per student work group), 20 in staff/faculty areas (2 per instructional department), and the remainder in DACTS). They represent a significant enhancement to the support provided previously and they also have computer graphics capabilities for map displays. Their major uses will be in the instruction of the FORTRAN and PASCAL languages and to support the Combat Orders Training Evaluation System (COTES) - used principally in tactics instruction.

2. Computer Software Acquisition/Development/Maintenance. The BDM Corporation has been awarded a contract to develop the COTES system. This effort was started in FY 84 and is scheduled for completion in FY 86. DACTS is orienting the faculty on this system so that it can be incorporated into courses for AY 86. The system will save the students time and will ensure an orderly thought process in combat orders development. The DACTS personnel working in system development/maintenance are primarily engaged in administrative support systems. The two largest classroom systems in their charge are the Preprogrammed Application Library--a set of 70 small programs that provide computer assistance in management problem solution and the FAST STICK simulation that allows students enrolled in an elective to be in the role of a tactical flight controller. There have been no complaints on the timeliness or quality of software produced.

3. Equipment Set Up. The combination of computer and communications equipment will permit only one division (four classrooms) to be supported fully at any given time. As a result, there is a need to move equipment and communications from room to room as instruction is presented. In AY 85 two courses will require ADP support in term one and 7 courses each in terms two and three. This operation can be disruptive to the courses if it is not done conscientiously. In 1984, the instructors thanked the Operations Division for their untiring dedication which resulted in uninterrupted ADP support.

4. Computer Input/Output. During the academic year, the College computer area is manned 16 hours a day, 5 days a week. The number of output products cannot be easily quantified, but the output device is printing an average of 12 hours a day. The result is that any products put into the output queue are always printed on the same day. Additionally, any course that requires hard copy computer output from the DPFO computer will receive its products within 20 minutes after they have been generated on the computer.

C. Evaluation of the Mission Accomplishment. During 1985 DACTS has provided, and will continue to provide in the future, instruction to staff and faculty in the use of the Combat Orders Training and Evaluation System (COTES) and the CORVUS microcomputers. Instructors were provided to assist the Department of Combat Support in the teaching of P211 CGSOC students, AY 85.

V. MISSION CONTINUITY.

A. Long-Range Plan. Expansion of the CORVUS system for teaching departments and classrooms is planned for 1987. Twelve new microcomputers will be purchased to increase the teaching departments' capabilities for

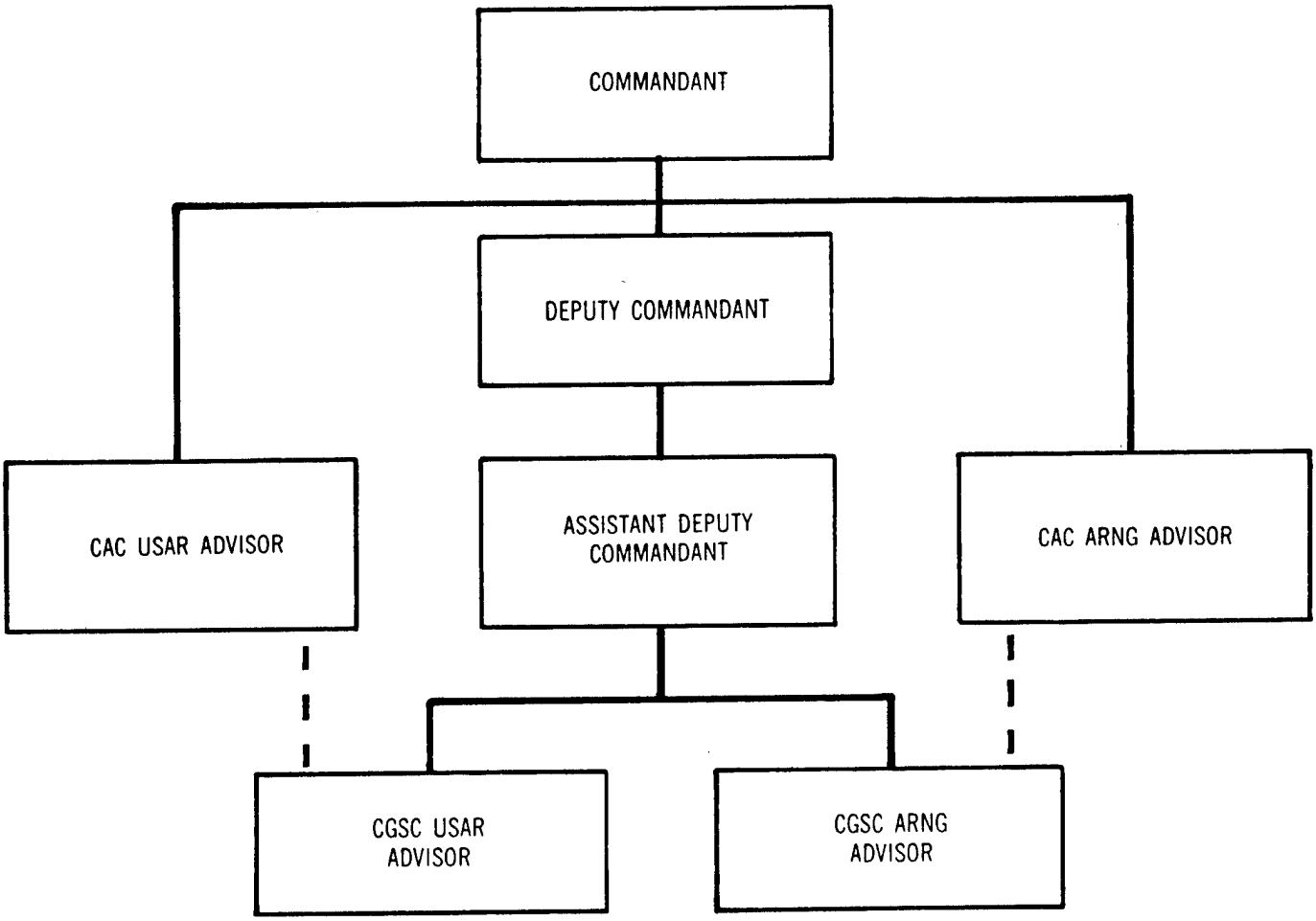
course preparation. Forty-nine hard disks will be added to provide ADP support for all classrooms and to allow usage of COTES in the teaching departments.

B. Short-Range Plan. Continued training of the staff and faculty on the operation of the CORVUS Concept computers and on the COTES system is planned. With military personnel constantly rotating into the College, these courses are seen as a must each year. Additionally, one portable microcomputer is being purchased for each person in the School for Advanced Military Studies--early 1985. One microcomputer will also be acquired for each staff group in the Combined Arms Services and Staff School--mid 1985.

# CHAPTER 24

# RESERVE COMPONENTS

## RESERVE COMPONENT




LEGEND:
------ GUIDANCE, COORDINATION, COUNSEL

Figure 41.

# RESERVE COMPONENTS

I. MISSION.

A. Mission. The Reserve Components advisors recognize their mission at CGSC as including the following components:

1. Advice and expertise to CGSC staff and faculty on RC-related matters (actions, doctrine, policy interpretation, and mobilization).

2. Advice and counsel to Reserve Components students.

3. Advice on and coordination and processing of requests for RC officers to assist in specific areas of RC expertise (including Consulting Faculty, Adjunct Faculty, instructors, and authors).

4. Coordination of specific RC-related functional courses.

5. Author/Instructor.

II. RESOURCES AND ORGANIZATION.

A. Financial Resources. Funding for all RC personnel comes from either the Office of the Chief of the Army Reserve or from the National Guard Bureau. Both of these organizations are at Department of the Army level and are located in the Pentagon, Washington, D.C. The CGSC RC personnel are attached to the Training and Doctrine Command at Fort Monroe, Virginia, for accountability and given duty at CGSC. Funding levels are adequate.

B. Personnel Resources. The personnel resources of the RC advisor office consist of one US Army Reserve (USAR) advisor and one Army National Guard (ARNG) advisor, both dedicated to CGSC. Additional support is received from the Combined Arms Center (CAC) Senior USAR and ARNG Advisors (guidance and assistance) and the office of the Director, Graduate Degree Programs (DGDP), (managerial and clerical support in the coordination and processing of requests for RC officer assistance). Approximately 1,000 man-day spaces (USAR officer active duty days) are provided by the Office of

the Chief of Army Reserve (OCAR) through the Training and Doctrine Command (TRADOC) for CAC use (primarily at CGSC). These man-day spaces are used to bring dozens of other officers to CGSC for duty tours of various lengths during which they assist regular CGSC personnel in accomplishing the College mission while gaining valuable experience for themselves.

C. Physical Resources. The Reserve Component officers assigned to the College occupy offices in Bell and McNair Halls. Space, equipment, and amenities are typical of College resources and are considered sufficient.

1. One USAR officer and one ARNG officer are assigned to the Combat Studies Institute (CSI) for research, writing, and teaching in specific areas of expertise and RC history.

2. One ARNG officer is assigned to the Department of Combat Support (DCS) and one to the Department of Tactics (DTAC) for research, writing, and teaching in specific areas of expertise.

3. One USAR officer position is assigned to CGSC (Department of Academic Operations - DAO) for mobilization planning, RC-related actions, and coordination of the RC Individual Development Course. This position is scheduled for fill during FY 85.

III. MISSION ACCOMPLISHMENT.

A. The RC missions stated above have been satisfactorily accomplished in recent years.

B. Specifically, the following functions have been performed:

1. Consulting Faculty. Distinguished scholars (many are professors at universities around the country) who are also RC officers serve as members of thesis committees for candidates for the Master of Military Art and Science Degree.

2. Adjunct Faculty. Many Army Reserve officers who also possess appropriate academic qualifications and experience serve the Extension Training Management Directorate by grading papers presented by our correspondence course and USAR School students.

3. Authors. RC officers assigned to CGSC regularly write and interpret tactical doctrine and lesson plans for use in both the resident and nonresident programs. They also author articles and papers for such publications as the Leavenworth Papers and Military Review.

4. Counseling. The RC advisory staff in particular advises and counsels RC students in all of CGSC's various courses. This is one of the most challenging and most rewarding functions.

5. Mobilization Planning. More than anyone else, the RC officer understands the personal meaning of mobilization. For him, it means a dramatic and traumatic change from civilian to soldier. Because of this, the Active Army frequently turns to the RC for mobilization planning. At CGSC the RC has coordinated the mobilization plan, the mobilization programs of instruction, the mobilization assessment, and has played major roles in mobilization exercises.

C. As with any mission, improvements can always be made. We believe that the recent redefinition of goals and duties as stated in the RC Advisors' job descriptions is a positive step toward improvement and fine tuning in our mission accomplishment.

IV. MISSION CONTINUITY. With the recent refilling of the ARNG Advisor position and the eventual filling of the new Mobilization Planner position, we expect to be able to continue accomplishing our mission at CGSC.

# CHAPTER 25

# EXTENSION TRAINING MANAGEMENT

## ETM ORGANIZATION CHART

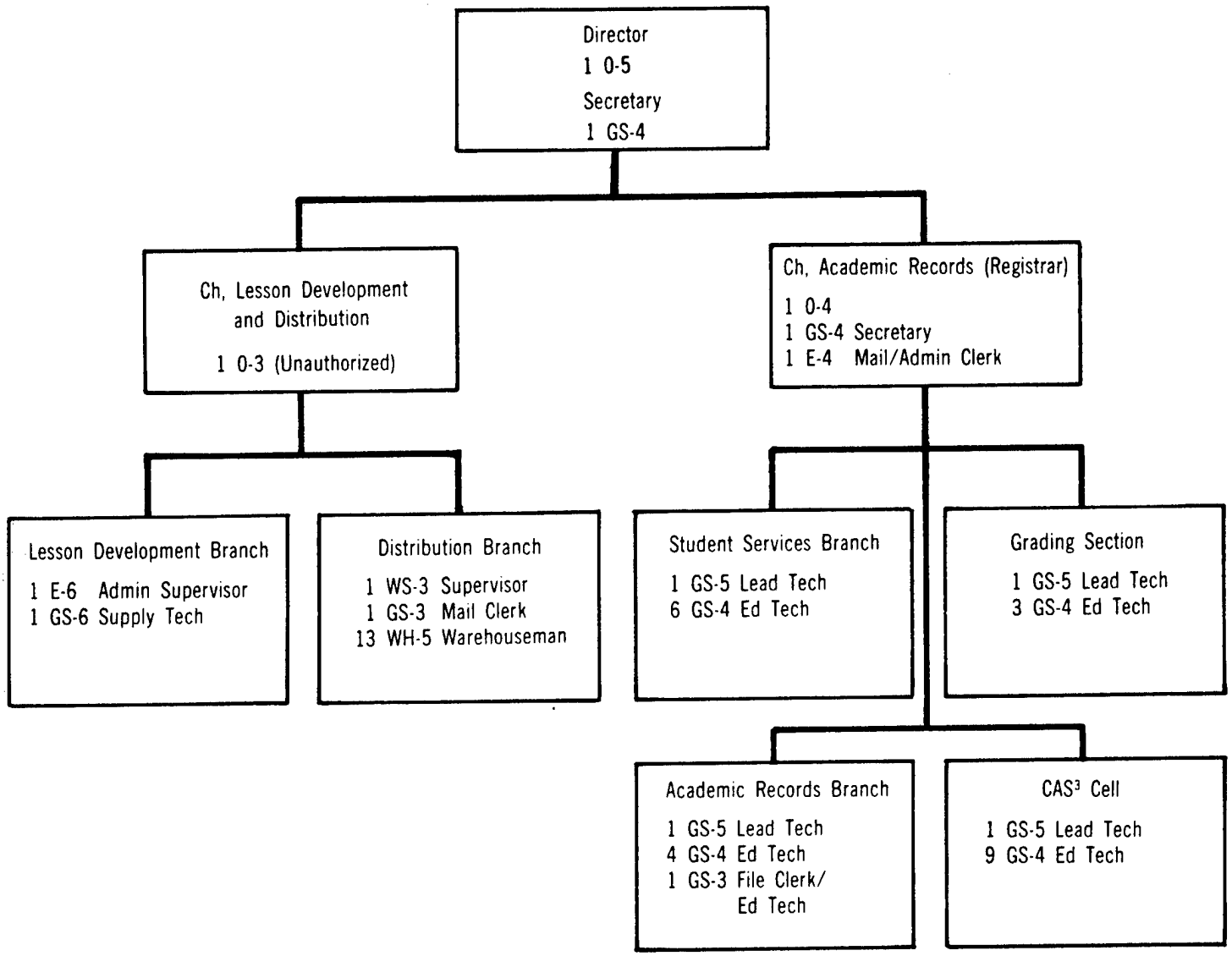



Figure 42.

EXTENSION TRAINING MANAGEMENT

I. MISSION.

A. Mission: The mission of the U.S. Army Command and General Staff College Extension Training Management Directorate is to educate and train officers of the Active Army, ARNG, and USAR worldwide to prepare them for duty as commanders and staff officers at division and higher echelons.

B. Functions:

1. Administer all nonresident instruction programs offered by CGSC to include:

a. Command and General Staff Officers Course (CGSOC).

b. Phase I of Combined Arms Staff and Service School ($CAS^3$).

c. Specialty Code 54 (SC54) Qualification Course.

d. CGSOC Graduate Refresher Course.

2. Administer all student support requirements for students enrolled in CGSC nonresident programs (USAR school and correspondence options) to include:

a. Enrollment.

b. Records Maintenance.

c. Student Inquiries.

d. Diploma Production and Distribution.

e. Transcripts.

f. Demographic Reports.

3. Administer lesson development and instructional materials production and distribution for all nonresident programs.

II. RESOURCES AND ORGANIZATION.

A. Human Resources.

1. ETM is currently authorized 4 military and 45 civilian positions. The Director, a lieutenant colonel's position, and the Chief of Academic Records, a major's position, are the only two officer positions authorized. Since these authorizations are inadequate to accomplish all administrative and supervisory functions, ETM currently has assigned a third officer to supervise Lesson Development and Distribution. Figure 42 shows the breakout of personnel within ETM.

2. This staffing has proven adequate to accomplish the mission, however, the low grade structure for civilian personnel has caused excessive personnel turnover. Twenty-two civilians have left ETM for more lucrative employment since January 1982. There has been no trouble in rehiring, although loss of institutional knowledge retards the overall organizational efficiency.

B. Financial Resources. The ETM annual operating budget of $652,700 has been adequate to support production and shipping of 304 tons of instructional material to USAR schools, to procure administrative supplies, and to provide for necessary TDY.

C. Physical Resources. Due to the dynamic nature of specific tasks and applications of ETM mission functions, constant reevaluation of physical resources and facilities is required to accomplish the mission most efficiently. While physical resources are not always available within the time frame most suited to optimize their use (e. g. word processing equipment, high dollar procurement items such as shrink wrap/collators, overprinted envelope resupply, and warehouse space requirements), these resources are made available as soon as procurement and coordination can be accomplished.

III. MISSION ACCOMPLISHMENT.

A. To ensure consistency in quality and method of instruction at 91 USAR schools, detailed lesson plans along with comprehensive training aids (VGT's, ETV tapes, Audio tapes, magnetic boards, etc) are provided each school for all subcourses taught. Wherever possible, the instructional material mirrors the resident course material in content as well as type material provided. A detailed Program of Instruction and a comprehensive administrative handbook are provided each school year to ensure the course is taught with the same learning objectives and standards required by the resident course. The lesson plans and materials are developed by the same instructors who teach the resident course.

B. Correspondence course versions of all subcourses are also developed by the resident instructors. These subcourses are self-paced and completed by the student without the benefit of an on-site instructor. These subcourses are supplemented with additional readings to increase the student's understanding of the materials. Additionally, each subcourse provides the author's name and phone number as a POC to afford the student another resource should clarification of any course material content be required.

C. ETM participates in and sponsors a number of activities to support the USAR school program.

1. A week-long USAR school instructor orientation course is conducted in four iterations each year. Contents of this course includes face-to-face contact with subcourse authors to enhance the instructors' understanding of the instructional methods and learning objectives. This has proven highly effective in providing feedback to the resident authors as well.

2. ETM sponsors a USAR school assistance/liaison program, in which each Active Duty for Training (ADT) site is visited by an author/instructor from Fort Leavenworth. He attends the USAR school instructor practice sessions and the first actual classroom instruction to assist school faculty with teaching methods and course content interpretation. He also serves as a liaison for the USAR school with other instructors at Fort Leavenworth. This program helps the USAR schools initiate their CGSOC program each year and enables them to overcome any problems with minimal difficulty.

3. ETM sends personnel to visit and coordinate with USAR school personnel and attending students. Face-to-face contact allows for a better understanding of USAR school problems; school personnel can have questions on policy answered, and students can review their records and meet the people who administer their course progress and manage their files.

D. The nonresident program has produced an average of 3,700 graduates of the CGSOC a year during the past 5 years. Over 45 percent of these graduates were Active Army officers. The course averages about 14,000 students enrolled at any given time. Of this population about 30 percent do not complete the course; however, 97 percent of the students eliminated from the course either voluntarily disenroll or are terminated for not making enough progress to meet course requirements. Only 1.1 percent of enrollees who do not graduate are terminated for academic failure.

IV. MISSION CONTINUITY.

A. Commercial Activities Program. Extension Training Management Distribution Branch is currently under review for potential contracting out to a commercial activity. The expansion of the ETM mission to include the growing CAS$^3$ nonresident phase will cause the price of any accepted commercial bid to increase with the expanding mission requirements. Should

it be determined that a commercial activity can perform the current mission at less cost than the government the ETM distribution branch operation would be under contract for the next 5 years. Our ability to react rapidly to changed mission requirements could be slowed by the amount of time required to negotiate contract modifications.

B. Short-term projected resource needs include:

1. Additional warehouse space of approximately 3,000 square feet to support the increased mission for $CAS^3$.

2. Word processing equipment to include six work stations.

3. Estimated $18,000 increase in annual TDY funding to support--

a. ADT Conference for Army representatives and site librarians.

b. IDT Conference for Army representatives and ASTs.

4. Four additional computer terminals (for CDC mainframe) with communications links to support the increased student population for $CAS^3$.

5. Estimated $450,000 budgeted for mailing costs.

6. Two additional Education Technicians for the grading section to process two additional writing requirements in CGSOC.

C. Long-term projections to ETM include an increase in automation and facility upgrade.

1. The current automated student record data base is updated using key-punched card medium for three times a week batch processing. An interactive update system is being developed to ensure current data is on file for all students as rapidly as possible. Automation of the instruction material inventory management is another ETM goal. Ideally this system

should interact with the student record data base to allow automatic pack slip generation for each correspondence student. Mailing and printing costs would be reduced significantly through more efficient material production and distribution control.

2. Relocation of the Lesson Development and Distribution Branch has been identified as a valid need to increase warehouse operations efficiency. Current physical facilities are divided into two small working area warehouses in Building 285 and a large storage area in Warehouse 341 located approximately one mile away. One large consolidated facility would allow an upgrade in shelving and collating/packing machinery, as well as optimization of material movement and packing efficiency.

# APPENDIX A

# BASIC INSTITUTIONAL DATA FORMS AND AFFILIATION WORKSHEET

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: UNITED STATES ARMY COMMAND AND GENERAL STAFF COLLEGE
Fort Leavenworth, KS 66027

TYPE OF REVIEW: A comprehensive evaluation for continued accreditation at the Master's (professional curricula) degree-granting level.

DATE OF THIS REVIEW: April 15-17, 1985

DATE OF SAS: September 8, 1983

COMMISSION ACTION:

---

CONTROL: United States Army Command and General Staff College is a public institution.

---

Institution Recommended Wording: NO CHANGE

Team Recommended Wording: _____

---

STATUS: United States Army Command and General Staff College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

---

Institution Recommended Wording: NO CHANGE

Team Recommended Wording: _____

---

EDUCATIONAL PROGRAMS: The College offers programs leading to Diplomas and the Master's (professional curricula) degree. It also offers credit and non-credit courses not part of these programs.

---

Institution Recommended Wording: NO CHANGE

Team Recommended Wording: _____

LOCATIONS: The College's programs are offered at its campus in Fort Leavenworth, Kansas. It also offers credit and non-credit courses at various sites within the state.

Institution — Recommended Wording: The College's programs are offered at its campus in Fort Leavenworth, Kansas. It also offers credit and non-credit courses at various instructional sites throughout the Army.

Team — Recommended Wording: _____

STIPULATIONS: None.

Institution — Recommended Wording: NO CHANGE

Team — Recommended Wording: _____

REPORTS REQUIRED: None.

Team — Recommended Wording: _____

FOCUSED EVALUATIONS: None.

Team — Recommended Wording: _____

COMPREHENSIVE EVALUATIONS: United States Army Command and General Staff College's most recent comprehensive evaluation occurred in 1975-76. Its next comprehensive evaluation is scheduled for 1984-85.

Team — Recommended Wording: _____

NCA

# BASIC INSTITUTIONAL DATA

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Name and Location of Institution
U.S. Army CGSC
Fort Leavenworth, Kansas

DATA FORM A - PART 1

FULL-TIME ENROLLMENT*
OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS
(Report for this campus only)

| | 19 84 - 85 | 19 83 - 84 | 19 82 - 83 |
|---|---|---|---|
| UNDERGRADUATE - Bachelor's oriented (Definitions I, A & B) | | | |
| Freshman - Occupationally oriented (Definition I, C) | | | |
| - Undeclared (Definition I, D-Junior or Community Colleges only) | | | |
| - Bachelor's oriented (Definitions I, A & B) | | | |
| Sophomore - Occupationally oriented Definition I, C) | | | |
| - Undeclared (Definition I, D-Junior or Community Colleges only) | | | |
| Junior | | | |
| Senior | | | |
| TOTAL UNDERGRADUATE | | | |
| GRADUATE | | | |
| Master's | 101 (incl SAMS & COOP) | 93 (incl SAMS & COOP) | 101 (incl SAMS & COOP) |
| Specialist | | | |
| Doctoral | | | |
| TOTAL GRADUATE | 101 | 93 | 101 |
| PROFESSIONAL (By degree) | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL PROFESSIONAL | | | |
| UNCLASSIFIED (Senior institutions only) | 798 | 751 | 790 |
| TOTAL UNCLASSIFIED | 798 | 751 | 790 |
| TOTAL ALL LEVELS | (incl 899 SAMS) | (incl 844 SAMS | 891 |

* All uncompleted lines denote non-applicable (N/A) data.

Name and Location of Institution
U.S. Army CGSC
Fort Leavenworth, Kansas

DATA FORM A - PART 2

PART-TIME ENROLLMENT *
OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS
(Report for this campus and its extension operations only)

| | 19____-____ | | 19____-____ | | 19____-____ | |
|---|---|---|---|---|---|---|
| (Definition VI, A & B) | Resident | Exten. | Resident | Exten. | Resident | Exten. |
| UNDERGRADUATE - Bachelor's oriented (Definitions I, A & B) | | | | | | |
| Freshman - Occupationally oriented (Definition I, C) | | | | | | |
| - Undeclared (Def. I, D - Junior or Community Colleges only) | | | | | | |
| - Bachelor's oriented (Definitions I, A & B) | | | | | | |
| Sophomore - Occupationally oriented (Definition I, C) | | | | | | |
| - Undeclared (Def. I, D - Junior or Community Colleges only) | | | | | | |
| Junior | | | | | | |
| Senior | | | | | | |
| TOTAL UNDERGRADUATE | | | | | | |
| GRADUATE | | | | | | |
| Master's | | | | | | |
| Specialist | | | | | | |
| Doctoral | | | | | | |
| TOTAL GRADUATE | | | | | | |
| PROFESSIONAL (By degree) | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| TOTAL PROFESSIONAL | | | | | | |
| NON-CREDIT | | | | | | |
| TOTAL NON-CREDIT | | | | | | |
| UNCLASSIFIED (Senior institutions only) | | | | | | |
| TOTAL UNCLASSIFIED | | | | | | |
| TOTAL ALL LEVELS | | | | | | |

* All uncompleted lines denote non-applicable (N/A) data.

Name and Location of Institution

U.S. Army CGSC

~~Fort Leavenworth, Kansas~~

DATA FORM A - PART 3

FULL-TIME EQUIVALENT ENROLLMENT *
OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS
(As defined by the institution)
Report for this campus only

| | 19 84 -85 | 19 83 -84 | 19 82 - 83 |
|---|---|---|---|
| UNDERGRADUATE (See definitions I.A thru D) | | | |
| GRADUATE (See definition II) | 101 | 93 | 101 |
| PROFESSIONAL See definition III) | | | |
| TOTAL | | | |

DATA FORM A - PART 4

SUMMER SESSIONS ENROLLMENT
MOST RECENT SESSIONS AND PREVIOUS TWO YEARS
(Report for this campus only)

| | 19___-___ | 19___-___ | 19___-___ |
|---|---|---|---|
| TOTAL UNDERGRADUATE | | | |
| TOTAL GRADUATE | | | |
| TOTAL | | | |

* All uncompleted lines denote non-applicable (N/A) data.

Name and Location of Institution
U.S. Army CGSC
Fort Leavenworth, Kansas

DATA FORM B - PART 1

STUDENT ADMISSIONS *
OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS
(Report for this campus only)

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

UNDERGRADUATE AND GRADUATE

| | | 19 84 - 85 | 19 83 - 84 | 1982 - 83 |
|---|---|---|---|---|
| FRESHMAN | Number of applicants with complete credentials for admission to the freshman class | | | |
| | Number of applicants accepted | | | |
| | Number of freshman applicants actually enrolled | | | |
| TRANSFER | Number of applicants with complete credentials for admission with advanced standing (transfer) | | | |
| | Number of advanced-standing undergraduate applicants accepted | | | |
| | Number of advanced-standing undergraduate applicants actually enrolled | | | |
| MASTERS | Number of applicants with complete credentials for admission to master's program | 145 (incl SAMS & COOP) | 123 (incl SAMS & COOP) | 127 (incl SAMS & COOP) |
| | Number of applicants accepted for master's program | 145 (incl SAMS & COOP) | 123 (incl SAMS & COOP) | 127 (incl SAMS & COOP) |
| | Number of applicants actually enrolled in master's program | 101 (incl SAMS & COOP) | 93 (incl SAMS & COOP) | 101 (incl SAMS & COOP) |
| SPECIALIST | Number of applicants with complete credentials for admission to specialist programs | | | |
| | Number of applicants accepted for specialist programs | | | |
| | Number of applicants actually enrolled in specialist programs | | | |
| DOCTORAL | Number of applicants with complete credentials for admission to doctoral programs | | | |
| | Number of applicants accepted for doctoral programs | | | |
| | Number of applicants actually enrolled in doctoral programs | | | |

* All uncompleted lines denote non-applicable (N/A) data.

Name and Location of Institution

U.S. Army CGSC

Fort Leavenworth, Kansas

Student Admissions (continued)
Data Form B - Part 1
(Report for this campus only)

PROFESSIONAL *

| | 19____-____ | 19____-____ | 19____-____ |
|---|---|---|---|
| (By degrees) | | | |
| Number of applicants with complete credentials for admission to professional programs | | | |
| Number of applicants accepted for professional programs | | | |
| Number of applicants actually enrolled in professional programs | | | |

* All uncompleted lines denote non-applicable (N/A) data.

Name and Location of Institution

U.S. Army CGSC

Fort Leavenworth, Kansas

DATA FORM B - PART 2

ABILITY MEASURES OF FRESHMEN STUDENTS *
(Report as applicable for this campus only)

A. Class ranking of entering freshmen
- Percent in top 10% of high school class _____
- Percent in top 25% of high school class _____
- Percent in top 50% of high school class _____
- Percent in top 75% of high school class _____

B. SAT scores for entering freshmen

| | | | |
|---|---|---|---|
| Class average SAT score on Verbal | _____ | Mathematical | _____ |
| Percent scoring above 500 on Verbal | _____ | Mathematical | _____ |
| Percent scoring above 600 on Verbal | _____ | Mathematical | _____ |
| Percent scoring above 700 on Verbal | _____ | Mathematical | _____ |

C. Mean ACT scores for entering freshmen
- Composite _____
- Mathematics _____
- English _____
- Natural Sciences _____
- Social Studies _____

D. Other tests used for admission or placement
- Test name _____
- Mean or composite _____
- Range _____

---

DATA FORM B - PART 3

ABILITY MEASURES OF ENTERING GRADUATE STUDENTS
(Report as applicable for this campus only)
Current year only

A. GRADUATE RECORD EXAMINATION (for total Graduate School excluding professional schools) — Range: High _____ Low _____

B. MILLER ANALOGIES TEST (for total Graduate School excluding professional schools) — Range: High _____ Low _____

C. On separate, indicate other test data used for admission

---

* All uncompleted lines denote non-applicable (N/A) data

Name and Location of Institution
U.S. Army CGSC
Fort Leavenworth, Kansas

DATA FORM B - PART 4

STUDENT PERFORMANCE MEASURES *
(Cognitive or Affective)

On separate sheet, indicate available data which describe longitudinal growth and development of undergraduate students while attending the institution. (Comparative data which indicate student change or progress toward institutional goals.)

* All uncompleted lines denote non-applicable (N/A) data.

Name and Location of Institution
U.S. Army CGSC
Fort Leavenworth, Kansas

DATA FORM B - PART 5

UNDERGRADUATE STUDENT FINANCIAL AID *
(Report for this campus only & current year only)

| SOURCE OF FUNDING | | TOTAL AMOUNT | NUMBER OF STUDENTS AIDED |
|---|---|---|---|
| FEDERAL | - Grants & Scholarships | $ | |
| | - Loans | | |
| | - Employment | | |
| STATE | - Grants & Scholarships | | |
| | - Loans | | |
| INSTITUTIONAL | - Grants & Scholarships | | |
| | - Loans | | |
| | - Employment | | |
| FROM OTHER SOURCES | - Grants & Scholarships | | |
| | - Loans | | |

UNDUPLICATED NUMBER OF UNDERGRADUATE STUDENTS AIDED _____

NUMBER OF STUDENTS RECEIVING INSTITUTIONAL ATHLETIC ASSISTANCE _____

PERCENTAGE OF INSTITUTIONAL AID FOR ATHLETIC ASSISTANCE _____ %

GRADUATE STUDENT FINANCIAL AID
(Report for this campus only & current year only)
Do not include professional students

| | | | |
|---|---|---|---|
| FEDERAL | - Grants & Fellowships | $ | |
| | - Loans | | |
| | - Employment | | |
| STATE | - Grants & Fellowships | | |
| | - Loans | | |
| INSTITUTIONAL | - Grants, Fellowships, Asst. | | |
| | - Loans | | |
| | - Employment | | |
| FROM OTHER SOURCES | - Grants, Fellowships, Asst. | | |
| | - Loans | | |

UNDUPLICATED NUMBER OF GRADUATE STUDENTS AIDED _____

* All uncompleted lines denote non-applicable (N/A) data.

Name and Location of Institution
United States Army Command & General Staff College
Ft Leavenworth, KS

DATA FORM C

## INSTRUCTIONAL STAFF AND FACULTY NUMBER, DEGREE, AND SALARY (Report for this campus only)

Include only personnel with professional status who are primarily assigned to RESIDENT INSTRUCTION, AND DEPARTMENTAL OR ORGANIZED RESEARCH. Exclude all non-professional personnel and those professional personnel whose primary function is NOT resident instruction, departmental research or organized reseach.

| | Number full-time | Number part-time | FULL-TIME FACULTY & STAFF — HIGHEST DEGREE EARNED | | | | | | | FULL-TIME SALARY | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Diploma, Certificate, or none | Associate | Bachelor's | 1st Professional | Master's | Specialist | Doctoral | Mean | RANGE HIGH | RANGE LOW |
| Professor | | | | | | | | | | | | |
| Assoc. Professor | | | | | | | | | | | | |
| Asst. Professor | | | | | | | | | | | | |
| Instructor | | | 2 | 1 | 34 | | 122 | | 17 | 34,750 | 49,896 | 19,008 |
| Teaching assts. & other teaching pers. | | | | | 3 | | 19 | | 6 | 34,500 | 42,396 | 28,512 |
| Research staff & research assts. | | | | | 9 | | 31 | | 10 | 33,048 | 42,396 | 28,512 |
| Undesignated rank | | | | | | | | | | | | |
| Number of instructional staff added for current academic year | N/A | X | | | | | | | | | | |
| Number of instructional staff employed in previous academic year, but not reemployed for current academic year | N/A | X | | | | | | | | | | |

Name and Location of Institution
United States Army Command & General Staff College
Ft Leavenworth, KS

DATA FORM D

# INCOME AND EXPENDITURES
(Report for this campus only)

This report should cover the last completed fiscal year. An institution which closes its books at some date other than June 30 should use its own fiscal period and state the date of closing its books. Where the fiscal year ends on September 30 or later, use the previous fiscal year.

Accounts kept in conformity with the recommendations of the National Committee on the Preparation of the Manual of College and University Business Administration will lend themselves readily to the completion of this report.

Fill in each item in the report form, using zero where there is nothing to report. Please give totals for checking purposes.

Enter figures to the nearest dollar.

An institution maintaining separate corporations for the management of service enterprises (dormitories, bookstores, athletics, etc.) or for other purposes should include the operations of such corporations in this report.

Indicate by check mark whether:

1. Income is reported on cash basis N/A (See Note Below*) or accrual basis _____.

2. Expenditures are reported on cash basis _____ or accrual basis X.

(Cash basis: Items are reported as income and as expenditures only when cash is received or made available to the institution and when it is paid out.
Accrual basis: Income is taken into the accounts as it becomes due the institution or when a bill is rendered; expenditures are taken into the accounts when obligations are incurred.)

Data Form D follows the format developed by the United States Office of Education, which the institution will use in completion of the HEGIS report.

As an alternative, a comparable financial report may be submitted.

*Income received by the Command and General Staff College is reported on the basis of appropriation. However, the College receives a small percentage of income via Funding Authorization Documents.

Name and Location of Institution
United States Army Command & General Staff College
Ft Leavenworth, KS

DATA FORM D - PART 1

CURRENT FUNDS REVENUE BY SOURCE
LAST COMPLETED FISCAL YEAR AND PREVIOUS TWO YEARS

| SOURCE | AMOUNT | | |
|---|---|---|---|
| | 19 82 - | 19 83 - | 19 84 - |
| A. EDUCATION AND GENERAL (Sum of lines 1,2,3,4,5, 6,7,8,9,10 & 11) | 6,188,972 | 8,965,713 | 9,773,116 |
| 1. Student Tuition and Fees | | | |
| Percent of Total Educational and General | | | |
| 2. Governmental Appropriations (Sum of lines 2, a,b,c) | 6,149,036 | 8,922,800 | 9,727,600 |
| Percent of Total Educational and General | 99.4 | 99.5 | 99.6 |
| a. Federal Government | | | |
| b. State Government | | | |
| c. Local Government | | | |
| 3. Endowment Income | $3,436 | $6,413 | $8,716 |
| Percent of Total Educational and General | 0.05 | 0.08 | 0.09 |
| 4. Private Gifts | | | $300 |
| Percent of Total Educational and General | | | 0.003 |
| 5. Sponsored Research (Sum of lines 5, a thru e) | | | |
| a. Federally funded Research and Develop. Centers | | | |
| b. Other Federal Government | | | |
| c. State Government | | | |
| d. Local Government | | | |
| e. Nongovernmental | | | |
| 6. Other Separately Budgeted Research | | | |
| Percent of Total Educational and General | | | |
| 7. Other Sponsored Programs (Sum of lines 7, a thru d) | 36,500 | 36,500 | 36,500 |
| Percent of Total Educational and General | 0.59 | 0.41 | 0.37 |
| a. Federal Government | 36,500 | 36,500 | 36,500 |

Name and Location of Institution
United States Army Command &
General Staff College
Ft Leavenworth, KS

DATA FORM D - PART 1

CURRENT FUNDS REVENUE BY SOURCE (cont.)

| SOURCE | AMOUNT | | |
|---|---|---|---|
| | 19__-__ | 19__-__ | 19__-__ |
| b. State Government | | | |
| c. Local Government | | | |
| d. Nongovernmental | | | |
| 8. Hospitals - Public Service Only | | | |
| Percent of Total Educational and General | | | |
| 9. Other Organized Activities of Educational Depts. | | | |
| Percent of Total Educational and General | | | |
| 10. Sales and Services of Educational Departments | | | |
| Percent of Total Educational and General | | | |
| 11. Other Educational and General | | | |
| Percent of Total Educational and General | | | |
| B. STUDENT AID (Sum of lines 1 thru 6) | | | |
| Percent of Total Current Funds Revenue | | | |
| 1. Federal Government | | | |
| 2. State Government | | | |
| 3. Local Government | | | |
| 4. Private Gifts and Grants | | | |
| 5. Endowment Income | | | |
| 6. Other | | | |
| C. AUXILIARY ENTERPRISES (Sum of lines 1,2 & 3) | | | |
| Percent of Total Current Funds Revenue | | | |
| 1. Housing | | | |
| 2. Food Services | | | |
| 3. Other Auxiliary Enterprises | | | |
| D. TOTAL CURRENT-FUNDS REVENUE (Sum of items A,B & C) | | | |

Name and Location of Institution
United States Army Command & General Staff College
Ft Leavenworth, KS

DATA FORM D - PART 2

CURRENT-FUNDS EXPENDITURES BY FUNCTION
LAST COMPLETED FISCAL YEAR AND PREVIOUS TWO YEARS

| SOURCE | AMOUNT | | |
|---|---|---|---|
| | 19 82 - | 19 83 - | 19 84 - |
| A. TOTAL EDUCATIONAL AND GENERAL (Sum of lines 1 thru 9) | 6,149,036 | 8,957,803 | 9,762,517 |
| 1. Instruction and Departmental Research | 3,937,171 | 5,934,129 | 6,548,707 |
| Percent of Total Educational and General | 64.0 | 66.3 | 67.0 |
| 2. Extension and Public Service | | | |
| Percent of Total Educational and General | | | |
| 3. Libraries | 859,272 | 953,944 | 964,155 |
| Percent of Total Educational and General | 14% | 10.6% | 9.9% |
| 4. Physical Plant Maintenance and Operation See Note 1 | | | |
| Percent of Total Educational and General | | | |
| 5. General Administration, General Institutional Expense, and Student Services | 1,034,841 | 1,756,652 | 1,913,594 |
| Percent of Total Educational and General | 16.8% | 19.6% | 19.6% |
| 6. Organized Activities Relating To Educational Depts. | N/A | 35,003 | 34,917 |
| Percent of Total Educational and General | | .3% | .3% |
| 7. Organized (sponsored and other separately budgeted) Research | | | |
| Percent of Total Educational and General | | | |
| 8. Other Sponsored Programs | 317,752 | 278,075 | 301,144 |
| Percent of Total Educational and General | 5.2% | 3.1% | 3.1% |
| 9. All Other Educational and General | | | |
| Percent of Total Educational and General | | | |
| B. TOTAL STUDENT AID | | | |
| C. TOTAL AUXILIARY ENTERPRISES (Sum of lines 1,2 & 3) See Note 1 | | | |
| 1. Housing | | | |
| 2. Food Services | | | |
| 3. Other Auxiliary Enterprises | | | |
| D. CURRENT FUNDS EXPENDED FOR PHYSICAL PLANTS ASSETS NOT INCLUDED ABOVE See Note 1 | | | |
| E. TOTAL CURRENT-FUNDS EXPENDITURES (Sum of items A,B,C&D) | 6,149,036 | 8,957,803 | 9,762,517 |

Note 1: These expenditures made by Ft Leavenworth Installation

Name and Location of Institution
Command and General Staff College

Ft Leavenworth, Kansas 66027

DATA FORM D - PART 3

PHYSICAL PLANT FIXED ASSETS BY BEGINNING AND ENDING VALUES
AND ADDITIONS AND DEDUCTIONS DURING FISCAL YEAR

| BALANCE AND TRANSACTION | TYPE OF ASSET | | | | |
|---|---|---|---|---|---|
| | LAND | IMPROVE-MENTS | BUILDINGS | EQUIPMENT | TOTAL |
| 1. BOOK VALUE OF PLANT FIXED ASSETS AT BEGINNING OF FISCAL YEAR | 253 | N/A | 6,580,164 | 5,164,723 | 11,745,140 |
| 2. ADDITIONS TO PLANT FIXED ASSETS DURING YEAR (Sum of lines 2,A-D) | N/A | N/A | 4,713,828 | 562,531 | 5,276,359 |
| A. By Expenditures | N/A | N/A | N/A | N/A | N/A |
| B. By Gift-In-Kind from Donor | N/A | N/A | N/A | N/A | N/A |
| C. By Reappraisal of Plant Value | N/A | N/A | N/A | N/A | N/A |
| D. By Other Additions | N/A | N/A | N/A | N/A | N/A |
| 3. DEDUCTION FROM PLANT FIXED ASSETS DURING THE YEAR | N/A | N/A | N/A | N/A | N/A |
| 4. BOOK VALUE OF PLANT FIXED ASSETS AT END OF FISCAL YEAR | 253 | N/A | 11,293,992 | 5,727,254 | 17,021,499 |

Name and Location of Institution
United States Army Command &
General Staff College
Ft Leavenworth, KS

DATA FORM D - PART 4

INSTITUTIONAL INDEBTEDNESS

Amount of indebtedness at the end of each of the last five fiscal years. Exclude annuity contracts for which the institution maintains an adequate reserve. Exclude short-term debt incurred in anticipation of accrued income which permits liquidation of the debt within the subsequent financial year. (Indicate indebtedness which is self-liquidating.)

| | TOTAL AMOUNT OF DEBT TO OUTSIDE PARTIES | | PLAN FOR LIQUIDATING DEBT |
|---|---|---|---|
| | For Capital Outlay | For Operations | For Operations |
| 19____-____ | N/A | N/A | N/A |
| 19____-____ | | | |
| 19____-____ | | | |
| 19____-____ | | | |
| 19____-____ | | | |

Name and Location of Institution

Combined Arms Research Library
US Army Command & General Staff College, Ft Leavenworth, KS

DATA FORM E - PART 1

LIBRARY / LIBRARY LEARNING RESOURCE CENTER
(Present data where applicable or substitute proper HEGIS form)
Report for current year and previous two years
and for this campus only

| SELECTED ELEMENTS OF THE COLLECTION & TRANSACTIONS | 1984 - 85 | 1983 - 84 | 1982 - 83 |
|---|---|---|---|
| 1. Number of book titles — Technical Reports | 140,000 | 135,800 | 131,726 |
| 1. Number of book titles — Open Literature | 53,035 | 51,444 | 49,901 |
| 2. Number of physical units of microforms, especially microfiche and microfilm. Estimate if necessary. | 452,500 | 438,925 | 425,757 |
| 3. Number of titles of catalogued non-print media i.e., films, film-loops, filmstrips, slides, video-tapes and disc and tape recordings. Estimate if necessary. | 6,000 | 6,000 | 6,000 |
| 4. Number of periodical titles | 812 | 788 | 765 |
| 5. Number of newspapers | 51 | 49 | 46 |
| 6. Number of other (non-periodical) serial titles | N/A | N/A | N/A |
| 7. Student use of book collection--number of books in circulation annually among students divided by the number of students enrolled. (FTE) | 45 (est) | 44 (est) | 43 (est |
| 8. Student use of reserved books--number of reserved books in circulation annually among students divided by number of students enrolled. (FTE) | 11 (est) | 9 (est) | 8 (est |
| 9. Student use of non-print materials--number of non-print media units (filmstrips, tapes, etc.) used annually (in the library/center or outside if checked out) by students divided by number of students enrolled. (FTE) Estimate if necessary | 30 (est) | 25 (est) | 20 (est |
| 10. Faculty use of book collection--number of books in circulation annually among faculty divided by the number of faculty. (FTE) | 44 (est) | 43 (est) | 42 (est |

Name and Location of Institution
Combined Arms Research Library
Fort Leavenworth, KS 66027-6900

DATA FORM E - PART 2

LIBRARY / LIBRARY LEARNING RESOURCE CENTER
EXPENDITURES
(Present data where applicable or substitute proper HEGIS form)
Report from current budget & actual expenditures
for previous two years & for this campus only

| OPERATING EXPENDITURES | CURRENT 19 84 -85 | ACTUAL 19 83 - 84 | ACTUAL 19 82 - 83 |
|---|---|---|---|
| 1. Total salaries, before deductions, of regular center staff | $ 709 200 | $567 900 | $552 251 |
| 2. Salary equivalents of contributed-service staff | 0 | 0 | 0 |
| 3. Total wages paid to students and other hourly assistants | 0 | 0 | 0 |
| 4. Expenditures for purchase of books and other printed library materials | 377 400 | 346 316 | 334 384 |
| 5. Expenditures for non-print media including on-line data base svcs | 13 700 | 8 900 | 8 100 |
| 6. Expenditures for binding and rebinding | 7 200 | 7 200 | 7 200 |
| 7. Expenditures for on-site production of materials | 0 | 0 | 0 |
| 8. Other operating expenditures (INCLUDING replacement of equipment and furnishings but EXCLUDING all capital outlay) | 52 700 | 58 470 | 40 345 |
| 9. TOTAL (Sum of lines 1 thru 7) | $1 160 200 | $988 786 | $942 280 |
| ESTIMATED COST OF ITEMS WHICH, THOUGH NOT CHARGED TO LIBRARY/CENTER ACCOUNTS, CONSTITUTE LIBRARY/CENTER MATERIALS AND SERVICES | | | |
| 10. Binding | 3 000 | 3 000 | 3 000 |
| 11. Automation Services (See detail, attached) | 255 100 | 91 600 | 50 800 |
| 12. Other (Specify) Microfilming Services | 38 000 | 38 000 | 38 000 |
| STUDENT AND OTHER HOURLY ASSISTANCE | | | |
| 13. Annual total number of hours of student assistance | | | |
| 14. Annual total number of hours of other hourly assistance | | | |

AUTOMATION SERVICES
SUPPORT OF THE COMBINED ARMS RESEARCH LIBRARY

| | | FY 83 | FY 84 | FY 85 |
|---|---|---|---|---|
| SPECIAL FUNDING: | | | | |
| Minicomputer system (purchase) | | -- | -- | $221,000 |
| Record conversions | | 13,000 | 40,000 | -- |
| TRALINET SUPPORT: | | | | |
| U200/printer/cassette/mux | lease: | 8,412 | 3,948 | -- |
| | purchase: | -- | 7,595 | -- |
| | maintenance: | -- | 960 | 1,920 |
| Hazeltine 1510 | lease: | 900 | 900 | 900 |
| GE Terminet Printer | lease: | 1,356 | 1,356 | 1,356 |
| Modem | lease: | 528 | 528 | 528 |
| DOA/DACTS SUPPORT: | | | | |
| U200/printer | lease: | 5,952 | 2,634 | -- |
| | purchase: | -- | 7,888 | -- |
| | maintenance: | -- | 960 | 1,920 |
| Hazeltine 1500/printer/modem | maintenance: | 714 | 714 | 714 |
| Apple IIe/printer/monitor/disk drives | purchase: | -- | 3,036 | -- |
| | maintenance: | -- | 838 | 838 |
| IBM Keypunch | maintenance: | 1,572 | 1,572 | 1,572 |
| Mohawk system | maintenance: | 3,345 | 3,657 | 3,000 |
| ISIS system | maintenance: | -- | -- | 14,310 |
| DPFO SUPPORT (est.) | | 15,000 | 15,000 | 7,000 |
| | TOTALS: | 50,799 | 91,586 | 255,058 |

Name and Location of Institution
U.S. Army CGSC
Fort Leavenworth, Kansas

DATA FORM F

## DEGREE, CERTIFICATE AND DIPLOMA PROGRAMS
## CURRENT ACADEMIC YEAR AND PREVIOUS FOUR YEARS
(Report for this campus only)

Certificates, diplomas, and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma or degree; number of students graduated in the past four years, and number preparing to graduate this year. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. Use additional pages if necessary.

| CERTIFICATE, DIPLOMA OR DEGREE | CURRICULUM OR MAJOR | GRADUATES IN PROGRAM | | | | |
|---|---|---|---|---|---|---|
| | | 19 84 - 85 | 19 83 - 84 | 19 82 -83 | 19 81 - 82 | 19 80 -81 |
| Ex.: Bachelor of Arts | History | 35 | 31 | 37 | 39 | 41 |
| Master of Military Art and Science | | 66 | 34 | 35 | 49 | 42 |
| Cooperative Degree Programs | | | | | | |
| Master of Arts | History | 1 | 2 | 4 | 6 | 5 |
| | Political Science | 5 | 6 | 4 | 6 | 6 |
| Master of Science | Journalism | 1 | 0 | 4 | 4 | 3 |
| | Computer Science | no program | no program | 1 | 6 | 5 |
| | Industrial Engineering | 8 | 3 | 5 | 5 | 6 |
| | Contract & Acquisition Mgt. | 1 | 9 | 10 | 10 | 11 |
| | Logistics Mgt. | 5 | 17 | 15 | 14 | 15 |
| | Transportation Mgt. | 2 | 3 | 1 | 3 | 2 |
| | Materiel Acquisition Mgt. | 1 | New program 1984-85. | | | |

NCA
DATA FORM F
Degrees and Certificate Programs (cont.)



Name and Location of Institution
U.S. Army CGSC
Fort Leavenworth, Kansas

| CERTIFICATE, DIPLOMA OR DEGREE | CURRICULUM OR MAJOR | GRADUATES IN PROGRAM | | | | |
|---|---|---|---|---|---|---|
| | | 19 84 - 85 | 19 83 - 84 | 19 82 - 83 | 19 81 - 82 | 19 80 - 81 |
| Master of Business Administration | Automatic Data Processing | 1 | New program 1984-85. | | | |
| Master of Public Administration | Comptrollership | 6 | 4 | 5 | 5 | 6 |
| | Organizational Behavior | 4 | 7 | 13 | 13 | 11 |
| | Quantitative Analysis | 0 | 0 | 1 | 0 | 1 |
| Master of Administration of Justice (discontinued 1984-85) | | | 3 | 6 | 4 | 5 |

Name and Location of Institution
U.S. Army CGSC
Fort Leavenworth, Kansas

DATA FORM G

PARTIAL FOLLOW-UP OF GRADUATES *
(Complete as applicable for your institution or submit similar descriptive data.
Provide yearly totals for last three years. Report for this campus only.)

A. CERTIFICATE OR DIPLOMA GRADUATES

GRADUATES OF PROGRAMS EXPLICITLY DESIGNED TO PREPARE STUDENTS FOR IMMEDIATE EMPLOYMENT

| Year of Graduation | Number of Graduates | No. Employed in Occup. Directly Related to Program Preparation | No. Employed in Occup. Not Related to Program Preparation | No. Continuing Their Education | Other, e.g. married, military service |
|---|---|---|---|---|---|
| 19____ | | | | | |
| 19____ | | | | | |
| Last spring | | | | | |

B. ASSOCIATE DEGREE GRADUATES

GRADUATES OF PROGRAMS EXPLICITLY DESIGNED TO PREPARE STUDENTS FOR IMMEDIATE EMPLOYMENT

| Year of Graduation | Number of Graduates | No. Employed in Occup. Directly Related to Program Preparation | No. Employed in Occup. Not Related to Program Preparation | No. Continuing Their Education | Other, e.g. married, military service |
|---|---|---|---|---|---|
| 19____ | | | | | |
| 19____ | | | | | |
| Last spring | | | | | |

GRADUATES OF PROGRAMS EXPLICITLY DESIGNED FOR TRANSFER TO A SENIOR INSTITUTION

| Year of Graduation | Number of Graduates | Number Transfering | No. Remain. Senior Institution after First Semester | Number Immediately Employed | Other, e.g. married, military service |
|---|---|---|---|---|---|
| 19____ | | | | | |
| 19____ | | | | | |
| Last spring | | | | | |

* All uncompleted lines denote non-applicable (N/A) data.

NCA
DATA FORM G
Partial Follow-up of Graduates (cont.)



Name and Location of Institution
U.S. Army CGSC
Fort Leavenworth, Kansas

C. BACHELOR'S DEGREE GRADUATES

| Year of Graduation | Number of Graduates | No. Continuing on To Grad Education | Number Going into Teaching | No. Employed in Non-Teaching Occupations | Other, e.g. married, military service |
|---|---|---|---|---|---|
| 19____ | | | | | |
| 19____ | | | | | |
| Last spring | | | | | |

D. MASTER'S DEGREE GRADUATES *

| Year of Graduation | Number of Graduates | No. Continuing onto further Grad Study | No. Enter. or Cont. in Teach. or Admin. | No. Employed in Non-Teaching Occupations | Other, e.g. married, military service |
|---|---|---|---|---|---|
| 19____ | | | | | |
| 19____ | | | | | |
| Last spring | | | | | |

E. SPECIALIST DEGREE GRADUATES

| Year of Graduation | Number of Graduates | No. Continuing onto further Grad Study | No. Enter. or Cont. in Teach. or Admin. | No. Employed in Non-Teaching Occupations | Other, e.g. married military service |
|---|---|---|---|---|---|
| 19____ | | | | | |
| 19____ | | | | | |
| Last spring | | | | | |

F. DOCTORAL DEGREE GRADUATES

| Year of Graduation | Number of Graduates | No. Continuing onto Postdoctoral Study | No. Enter. or Cont. in Teach. or Admin. | No. Employed in Non-Teaching Occupations | Other, e.g. married, military service |
|---|---|---|---|---|---|
| 19____ | | | | | |
| 19____ | | | | | |
| Last spring | | | | | |

* All uncompleted lines denote non-applicable (N/A) data.

# APPENDIX B

# GLOSSARY

ACCESS SURVEYS

Academic Curriculum and Course Evaluation Survey System: a system within the College to afford students an opportunity and a vehicle to express opinions regarding academic courses.

ACE

Academic Counselor Evaluator: a member of the CGSC staff or faculty, who is the Academic Counselor Evaluator for a student staff group. The ACE assists his assigned students in all academic (curriculum) related endeavors. He provides instructional counseling, assists in goal setting, and evaluates student performance on an informal and formal basis.

ADC

Assistant Deputy Commandant: the primary agent of the Deputy Commandant, responsible for academic policy.

ADVISORY COMMITTEE

The CGSC Advisory Committee: an officially chartered Department of the Army committee whose members are distinguished civilian educators appointed for 3-year terms and whose purpose is to advise College leaders on matters of educational philosophy, policy, and practice, especially regarding the Master of Military Art and Science program.

AIRLAND BATTLE

Doctrine that defines the US Army's warfighting principles designed to meet the challenges of the 1980's. AirLand Battle doctrine outlines an approach to fighting to develop the full fighting potential of US forces. Operations based on this doctrine attack enemy forces throughout their depth with fire power or by the maneuver of forces. They require the coordinated action of all available military forces in pursuit of a single objective. Air and ground maneuver forces, conventional nuclear and chemical forces, unconventional warfare, active reconnaissance, surveillance, target acquisition efforts, and electronic warfare will be directed against the forward and rear areas of both combatants. Successful AirLand Battle operations are characterized by initiative, depth, agility, and synchronization.

AIS

Accountable Instructional System: a system-based approach to instructional development that applies to all instructional materials developed at CGSC. Its purpose is to ensure that critical events in the instructional development process occur on time and in the proper sequence. The AIS consists of five phases; Assess/Analyze, Design, Develop, Implement, and Control/Evaluate.

ALLIED AFFAIRS

Each year several Allied (International) officers attend the CGSOC. This year's group has 98 International officers representing 60 countries. The management of Allied officers by the Class Director is to administer to the personal needs of these students, i.e., coordination of sponsors programs, leaves, mail, and liaison to post families' support activities.

ARMY COMPONENT COMMANDER

The commander of Army forces assigned to a unified command.

ASI 54

Army Specialty Skill Identifier 54 (Operations, Plans, and Training): a numerical designation that identifies the specialized occupational qualifications of an officer trained in this area. Officers with this designation conduct operational and strategic planning; establish training and force development doctrine, policies, and positions for the Army; plan, control, and execute combat operations from brigade through Army levels; prepare detailed plans which support the execution of national policies and strategies; establish the size and composition of forces within available resources; determine the training needs of the Army; prepare and conduct training; establish policies and standards for unit readiness; and supervise unit efforts to meet these readiness standards.

ATOMAL AND COSMIC CONTROL POINTS

A centralized location within Bell Hall that processes and holds ATOMAL and COSMIC information and reports for access by qualified users. ATOMAL is a code name for restricted data concerning the design, manufacture, or utilization of atomic weapons furnished by the United States and the United Kingdom to other NATO nations. As a code name, ATOMAL is used for information in any language; there is no translation. Similarly, COSMIC is a code name given to information written in any language of the NATO countries to identify NATO Top Secret material. COSMIC can be ATOMAL or non-ATOMAL materials. ATOMAL and COSMIC are terms used by all NATO nations based on an agreement by all of the countries.

BIAS FOR ACTION

A term introduced by Peters and Waterman in their influential book, In Search of Excellence, denoting a preference for the rapidest possible movement from problem definition to solution.

CAC

Combined Arms Center: as generally used, CAC refers to the composite of all organizations co-located on Fort Leavenworth. Subordinate to CAC are the Command and General Staff College, the Combined Arms Training Activity (CATA), the Combined Arms Combat Development Activity (CACDA), the Combined Arms Operations Research Activity (CAORA), and other agencies and supporting organizations assigned to Fort Leavenworth.

CACDA

Combined Arms Combat Developments Activity: an organization at Fort Leavenworth responsible for the development and integration of Combined Arms concepts and doctrine, organizations, and material requirements.

CAL

Center for Army Leadership: one of the five teaching departments and the Army's agent for leadership and ethics. As such, CAL develops and disseminates leadership and ethics concepts, doctrine, and training in all Army service schools and in Army forces, both Active duty and Reserve. Further, CAL studies military and civilian leadership and ethics research activities, and coordinates all such Army research.

CAORA

Combined Arms Operations Research Activity: an organization at Fort Leavenworth, responsible to provide a Combined Arms analytical capability (war gaming, development, studies, analyses, and some battle simulation activities).

CARL

Combined Arms Research Library: a research facility in Bell Hall, responsible for meeting information requirements by providing materials and services to College students, staff, and faculty.

CAS3

(CAS Cubed) Combined Arms and Services Staff School: one of the four schools within the College responsible to the Deputy Commandant to train officers (primarily captains) through a nonresident phase and a 9-week resident phase to function as staff officers.

CENTCOM

Central Command: a unified command responsible for Northeast Africa, the Arabian Peninsula (including Persian Gulf and Red Sea), and Southwest Asia.

CHAPPAREL/FAAR PROGRAM OFFICE

A Department of the Army-level organization that develops and fields improvements to the Chapparel/FAAR systems based on demonstrated field trends, user ideas, and estimated future threat. (Chapparel: an air defense missile system; FAAR, Forward Area Acquisition Radar: an alerting radar that provides early warning to friendly units of approaching aircraft.)

CIVILIAN-TYPE ITEMS

A supply item, e.g., typewriter ribbon, that can be purchased off the shelf at a commercial store.

CGSC

Command and General Staff Officer School: the oldest of the four schools, responsible for the development of leaders who can train and fight division and higher level units.

CGSOC

The Command and General Staff Officer Course: CGSC's principal, 10-month course, focusing on skills and knowledge necessary for successful performance at the tactical and operational levels, offered annually to approximately 1,000 US Army, other US Services, civilian, and Allied students.

CL DIR

Class Director: supervises the total resident CGSC officer student body in all matters pertaining to administration, discipline, and general welfare.

COMBAT SERVICE SUPPORT ARMS

Those branches whose activities chiefly are removed from the forward battlefield area, such as the Adjutant General, Finance, Quartermaster, Ordnance Corps, etc.

COMBINED ARMS/COMBINED ARMS OPERATIONS

Warfighting operations involving the combination of two or more combat elements (armor and infantry) fighting together in pursuit of military objectives.

COMBINED ARMS DOCTRINE

The body of principles and procedures specified for operations involving the combat arms branches (infantry, armor, field artillery, etc) and their direct support.

COMBINED ARMS DOCTRINAL LITERATURE

That printed material which establishes the fundamental principles guiding military forces or their elements in the conduct of Combined Arms Operations.

COMDT

Commandant: the individual with duties and responsibilities, similar to the Chancellor of civilian universities. In the case of CGSC, Lieutenant General Carl E. Vuono is the Commandant of the Command and General Staff College, while also serving as the Deputy Commanding General of Training and Doctrine Command.

COMPONENT COMMANDS

Made up of forces of more than one particular service (Army, Navy, etc). Services are termed "components" when assigned to a unified command.

COMPS

Combat Skills Comprehensive Program: self-paced, individualized instructional program designed to provide the diverse CGSOC student population with a common knowledge base needed to progress though the rest of the curriculum. The program reduces the number of classroom hours devoted to fundamental knowledge. COMPS consists of two phases: non-resident (voluntary) and resident.

CSI

Combat Studies Institute: the largest military history department in the US Army; a teaching department focusing on the study of military history and its application to current Army operational needs; also the primary Training and Doctrine Command (TRADOC) agent for development and coordination of military history instruction in the TRADOC service school system.

DA

Department of the Army: the highest staff organization of the Army, under the direction of the Army Chief of Staff, responsible to the Secretary of the Army. This organization, in Washington, D.C., is responsible for the development and production of plans, policies, and programs guiding the entire US Army.

DACTS

Department of Automated Command and Training Systems: responsible to the CGSC Secretary for the implementation of the CGSC computer-supported educational system and serves as the coordinating element and principal staff advisor in the College with respect to all management information systems, automatic data processing (ADP) equipment, ADP resources, and word processing.

DAO

Directorate of Academic Operations: the principal advisor to the Assistant Deputy Commandant for CGSC curriculum management and for the conduct of resident and Armywide extension education for which the College is responsible.

DCS

Department of Combat Support: one of the five teaching departments within the College, responsible for teaching resource management, the integration of new organizational structures, and procedures for the provision of support (e.g., medical, personnel, logistic) to combat (e.g., infantry, armor) units at division and corps level.

DEP COMDT

Deputy Commandant: the individual responsible to the Commandant for the day-to-day operation and administration of CGSC. Major General Dave R. Palmer currently serves as the Deputy Commandant.

DEPOT-STOCKED

Supply items that are centrally procured and stocked in a depot until needed. A depot is similar to a warehouse and is used for stockage of wholesale supply items.

DEPOT-SYSTEMS

The supply system whereby items are centrally procured and stocked in a depot until needed.

DGDP

Directorate of Graduate Degree Programs: the CGSC office responsible for master's degree programs and related activities.

DISCUSSION LEADER

Facilitation of discussion groups, i.e., seminar leaders.

DJCO

Department of Joint and Combined Operations: a teaching department responsible for instruction in the strategic (how Armed Forces of a nation attain the objectives of national policy) and operational (the next lower level of war concerned with the use of military resources to attain strategic goals) levels of war. Simply, it is teaching war at the higher levels (strategic, operational) as contrasted with war at the lower levels (tactical). This instruction spans the entire conflict spectrum from low to high intensity, as well as terrorism counteraction.

DLMO

Doctrinal Literature Management Office: responsible to the Assistant Deputy Commandant, as the College administrator for the production and dissemination of doctrinal publications, such as field manuals and training circulars.

DTAC

Department of Tactics: the largest of the five teaching departments within the College, responsible for teaching and writing about how large Army organizations conduct warfighting operations.

DTIC

The Defense Technical Information Center: a Department of Defense organization in Alexandria, Virginia, which functions as the clearinghouse for the Defense Department's collection of research and development in all fields of science and technology. Users access this information through on-line computer terminals.

ENGINEERED MANPOWER STAFFING STANDARD

An expression of the quantitative and qualitative manpower requirements for the performance of a defined set of functionally homogenous tasks at varying levels of workload or services provided. It is normally stated both as a mathematical equation relating required man-hours to workload factors, and in tabular format showing numbers and skills of people required for a range of incremental workload factor values.

ETM

Extension Training Management: a CGSC office responsible to the Secretary to administer all nonresident instruction programs offered by the College.

EXCEPTED UNIT STATUS

Status granted to some Army organizations (units), such as CGSC which means that they are filled with a full complement of officer personnel to accomplish the assigned mission.

FIELD GRADE OFFICER STUDENTS

Officers in the grades of captains (selected for but not yet promoted to major), majors, or lieutenant colonels.

FIELD ARMY

A large command headquarters established directly under a theater Army headquarters. Field Armies are established when the size of the theater, or the number of tactical units assigned to the theater Army, exceed the theater Army headquarters' ability to effectively manage. Field Armies do not normally have a service or support responsibility but serve to coordinate and control the tactical operations of their subordinate units.

FORCE DEVELOPMENT

The process of determining what the Army's needs are in major organizations (e.g., divisions) and how these organizations should be structured.

FORCE INTEGRATION

A process involving the introduction, incorporation, and sustainment of new doctrine (policy and principles), organizations, and equipment into an existing organizational structure.

FORCE STRUCTURE AND DESIGN

Force Structure: identifies the configuration of the total Army force in both peacetime and war. Design addresses the types and quantities of units and support requirements. Both are constrained during peacetime but must be expanded in war to meet specific strategic operational plans. This relates to both the Active and Reserve components.

FORWARD-DEPLOYED COMMAND

US forces deployed (stationed or operating) outside CONUS (Continental United States).

FRONT-END ANALYSIS, DESIGN, DEVELOPMENT

The systematic process of collecting, examining, and synthesizing data concerning individual performance requirements.

G2/G3

The G2 is the senior intelligence officer in Army divisions and corps. His section is responsible for the processing of all intelligence information and is the focal point for the integration of intelligence from all sources. The section is also responsible to provide appropriate information to senior and subordinate intelligence sections as required. The G3 is the senior operations officer in Army divisions and corps. His section is responsible for controlling combat operations and sustaining the battle. In support of this, the G3 section prepares operations plans, coordinates tactical troop movements, and approves close air support. The G3 is also responsible for monitoring subordinate unit training in peacetime.

HIGH-INTENSITY CONFLICT

Wider-scale warfare employing larger units and weapon systems on broader fronts and with higher visibility, including conventional and nuclear warfare.

INTERNATIONAL RATIONALIZATION, STANDARDIZATION, AND INTEROPERABILITY (RSI) PROGRAM AND BI-LATERAL STAFF TALKS COORDINATOR

The Doctrinal Literature Management Office (DLMO): responsible for ensuring that published doctrine complies with approved NATO doctrine and for identifying doctrinal voids as they pertain to the Combined Arms Center's publications. As the College coordinator, DLMO ensures the incorporation of the provisions of US-ratified, international standardization agreements in appropriate literature. Bilateral talks are conducted with selected allies at mutually agreed intervals to reach agreement on joint concept papers. The DLMO is the administrative coordinator for the College's participation in these talks.

LOW-INTENSITY CONFLICT

Forms of civil and military hostility that fall short of all-out warfare, including terrorism and antiterrorism, insurgency and counterinsurgency, and the like.

LNO

Liaison Officers: seven foreign officers are provided to the Combined Arms Center from Brazil, Turkey, Korea, Japan, Germany, France, and Great Britain. These officers work in the College. The Department of Joint and Combined Operations is responsible for the integration of their expertise into the instructional aspects of the College curriculum.

MANEUVER AREA COMMANDS

Army Reserve organizations responsible for developing, conducting, and evaluating training exercises for Reserve components units.

MARK-UP

An increased adjustment to the budget.

MILPERCEN

Military Personnel Center: an organization at Department of Army level responsible for managing the careers of officer and enlisted personnel. Functions include the assignment of personnel, the maintenance of personnel records, and the convening of selection boards.

MIL REV

Military Review: an organization of CGSC, responsible to the Assistant Deputy Commandant for publication of an internationally recognized professional military journal by the same name which supports the academic program of the College.

NAFI

Nonappropriated fund instrumentalities: activities chartered to manage funds other than those appropriated by Congress.

OBLIGATION TARGETS

Interim objectives established at which a certain dollar amount of liabilities are incurred during the fiscal year.

ONE-ARMY POLICY

A phrase coined by the Army Chief of Staff which refers to an effort to standardize doctrine, policies, and procedures throughout the Active Army and the Army Reserve Components.

OPERATIONS NCO'S

The noncommissioned officers in the College manage the day-to-day internal operations of the various departments.

OTHER PROCUREMENT ARMY

An appropriation covering certain miscellaneous types of equipment exceeding a specified dollar threshold.

OTHER SERVICES

The three Armed Services which together with the Army constitute America's military force (Navy, Air Force, Marine Corps).

PACOM

Pacific Command: a unified command responsible for the geographic areas of North Asia, the South Pacific, Southeast Asia, and the Indian Ocean.

POI

Program of Instruction: a training management document that outlines the number of hours to be taught; the purpose of instruction; the prerequisites for attendance; and the sequence of classes for both resident and nonresident instruction. The POI also includes annexes (appendixes) which list all tasks and subjects to be taught as well as material and manpower resource requirements.

PROPONENCY FOR UNIT COHESION

The Center for Army Leadership: CGSC department having responsibility for unit cohesion, the bonding together of members of a unit or an organization in such a way as to sustain their will and commitment to each other, their unit, and the mission.

RESERVE COMPONENTS

Collectively, the Army National Guard; the Army Reserve; the Naval Reserve; the Marine Corps Reserve; the Air National Guard; the Air Force Reserve; and the Coast Guard Reserve.

RMO

Resource Management Office: a staff office responsible to the CGSC Secretary for day-to-day administration of personnel and financial management.

SAMS

School of Advanced Military studies: responsible for developing general staff officers who understand in depth the theoretical dynamics of war at the tactical and operational levels; who are thoroughly familiar with the historical experience of our own and other armies in attempting to cope with these dynamics; and who are thus able to adapt the operating principles derived from this experience to the changing requirements and conditions of the battlefield.

SASO

Soviet Army Studies Office: a new CGSC organization founded to study and publish on topics (mostly unclassified) related to Soviet Army Operations.

SECRETARY

The primary agent of the Deputy Commandant responsible for the administration of human, financial, and physical resources.

SERVICE PEDAGOGICAL DUTY

Teaching experience in other service schools.

SPD

School for Professional Development: responsible for the administration of all professional development courses offered at CGSC to students in a "Temporary Duty" status (not permanently assigned to Fort Leavenworth) except CAS3. SPD also manages and coordinates all requirements for conferences hosted by CGSC.

SPECIFIED COMMAND

Composed of forces from one service, which has a broad continuing mission and which is established and so designated by the President.

STAFF RIDE

A course of instruction by the Combat Studies Institute providing students the opportunity to study a major American Civil War campaign and battle in considerable detail, culminating in a visit to the battlefield.

STUDENT COMMENT SHEET SYSTEM

A CGSC method of obtaining feedback from students on the College, Post support, or any other activity/situation which needs to be brought to the attention of the chain of command.

TERRAIN BOARD EXERCISE AREA

A terrain board that is a mock-up of a certain piece of terrain and is used for small scale training in military exercises.

THEATER ARMY

The largest element in the Army organization structure. It is assigned a large, usually continental size, geographic area of responsibility outside the United States. The theater Army provides strategic-level direction to the war effort and supports its subordinate tactical units with sophisticated depot-level supply, service, and maintenance service.

THREAT TACTICAL THEORY

The Soviet view and theory on how to fight.

TOUR

Tour of Duty: a period during which a soldier is assigned to a given station (place) or responsibility.

TRADOC

Training and Doctrine Command: a major Army staff organization, commanded by a four-star general (General Richardson), at Fort Monroe, VA, responsible to the Department of the Army for Armywide training as well as the writing and publication of Army doctrine (instructions and principles). The Command and General Staff College, and most other Army schools, are subordinate to TRADOC.

TRADOC DLP

Training and Doctrine Command Doctrinal Literature Program: distinguishes doctrinal literature from training literature and is designed to facilitate the management of doctrinal publications and products. It identifies doctrinal publications and products and their preparing agencies. Doctrinal publications and products describe tactics, techniques, and procedures to be followed in conducting the AirLand Battle.

UNIFIED COMMAND

A command with a broad continuing mission, under a single commander, and composed of significant assigned components of two or more services, which is established and so designated by the President or by a commander of an existing unified command established by the President.

UNIFIED COMMAND COMMANDER

The Commander of a unified command.

VGT's

Vu-graph transparencies: transparent plastic sheets overprinted with facts, charts, or maps, used with an overhead projector as visual aids for briefings and instruction.

WARFIGHTING

A comprehensive term referring to all those subjects taught at CGSC that bear directly, and even indirectly to some extent, on the conduct of battlefield operations.

# APPENDIX C

# 1985 SELF-STUDY PLAN

**DEPARTMENT OF THE ARMY**
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
FORT LEAVENWORTH, KANSAS 66027

REPLY TO
ATTENTION OF

ATZL-SWD-GD

25 JUN 1984

MEMORANDUM FOR CGSC DIRECTORS

SUBJECT: CGSC'S Accreditation Self-Study Plan

1. Introduction. Since 1976 CGSC has been accredited by the North Central Association of Colleges and Schools (NCA) as a master's degree-granting institution. Like other accredited institutions, we are required to undertake periodic re-evaluations of our programs in order to retain this status. Accordingly, in April 1985, a three- or four-person NCA evaluation team will visit CGSC for several days to observe our operations and to report its findings in writing to NCA headquarters. In meeting the terms of re-accreditation and in preparing for this visit, we will conduct a year-long "comprehensive institutional self-study," the results of which will be provided to the team members in advance of their arrival. The purpose of this memorandum is to outline for the entire College our plan for the self-study.

2. Importance. Because of the many benefits of accreditation, the significance of a well-conducted self-study cannot be exaggerated. We seek not only to meet the terms of accreditation, but "to pass with honors." Our doing so will require the full support of every department and directorate within the College over the full length of the study. While this effort will require from all of us the dedication of scarce resources, we should view everything we commit to the self-study less as an expense than as an investment. That is, the energies we jointly contribute to this assessment, and to the visit which follows, will richly repay our institution and the faculty, staff, and students associated with it.

3. Dual Purposes of the Self-Study. Every institution has, as one purpose of its self-study, the securing of continued accreditation. The NCA stresses, however, that this undertaking should not be viewed merely as a series of hurdles to be cleared in order to gain that end. Rather, the institution should view the entire process primarily as an opportunity to evaluate its overall effectiveness and to express that evaluation in ways that promote continued improvement of its programs. A self-study conducted to achieve this second and greater purpose--real self-assessment--is most likely also to achieve the first purpose--continued accreditation. I therefore urge everyone associated with this essential endeavor to view it in this positive, dual perspective.

4. Focus of the Self-Study. Although our re-accreditation review will be comprehensive, the self-study necessarily will focus on those components of CGSC's operation which directly support the Master of Military Art and Science degree which we are accredited to award. Therefore the principal contributors to the self-study will be the Directorate of Graduate Degree Programs, the Regular Course academic departments whose curricula support the degree, the Advanced Military Studies Program, the Directorate of Academic Operations, the Office of the Secretary, including especially the library, the Office of the Class Director, and elements of the Deputy Installation Commander's Office. Also of interest, but not as central, will be the Combined Arms and Services Staff School, our Department of Continuing Education, the Military Review, the Extension Training Management Directorate, the Doctrine Office, and our Media Support Center.

a. These contributors are arrayed in two tiers on the organizational chart on page 5. The top tier includes the primary contributors, while the bottom tier indicates the secondary contributors. A roster of abbreviations accompanies the chart.

b. CGSC's continuous interest in improving its programs has led us in recent years to complete other reviews of our operations. The reports of these other examinations will not be ignored but will instead be reviewed as the self-study is conducted so that their conclusions may be used to complement the final self-study report, as appropriate.

5. Steering Committee. The NCA specifies that an institution will conduct its self-study by means of a Steering Committee which oversees all accreditation activities. Our Steering Committee will operate as follows:

a. Membership and Organization. The self-study should significantly involve the institution's Chief Executive Officer and his principal assistants. Accordingly:

(1) I will personally chair our Executive Steering Committee.

(2) The directors of the College's principal departments will be the Executive Steering Committee's other members.

(3) As Director of Graduate Degree Programs and Educational Advisor, Dr. Phil Brookes will serve as my executor. He will be assisted by an able officer with extensive experience in higher education: Lieutenant Colonel Dan Raymond.

(4) Similarly, each department director will delegate one subordinate to assist him in managing his department's contribution to the self-study. These officers, along with Dr. Brookes and LTC Raymond, will constitute the Delegate Steering Committee. The delegates selected to assist directors should have a broad grasp of their department's functions, a special interest in academic affairs, and, if possible, experience with other accreditation self-studies.

(5) Through the department directors and their delegates, all staff and faculty will assume contributing roles in, and shared responsibility for, the success of the self-study.

b. Responsibilities.

(1) The Executive Steering Committee will:

(a) Assure college-wide participation.

(b) Provide directorial authority and control.

(c) Help to form and approve the self-study plan.

(d) Select delegates for Delegate Steering Committee.

(e) Prescribe duties of delegate members.

(f) Review delegates' input to the self-study.

(2) The Delegate Steering Committee will:

(a) Implement self-study plan actions as prescribed by their directors.

(b) Provide detailed departmental knowledge and input.

(c) Coordinate closely with Deputy Commandant's Executor (Dr. Brookes) and LTC Raymond.

(3) The Chief Delegate (Dr. Brookes) will:

(a) Oversee the entire self-study process.

(b) Construct and gain approval of the self-study plan.

(c) Coordinate the efforts of the Delegate Steering Committee.

(d) Report on the self-study's progress to the Deputy Commandant and Executive Steering Committee.

(e) Coordinate self-study actions with NCA officials.

(f) Integrate departmental contributions to the self-study into a single document.

(g) Integrate into the self-study report relevant findings from other recent studies on CGSC.

(4) The Deputy Chief Delegate (LTC Raymond) will:

(a) Act as Chief Delegate in the Chief Delegate's absence.

(b) Assist the Chief Delegate as necessary.

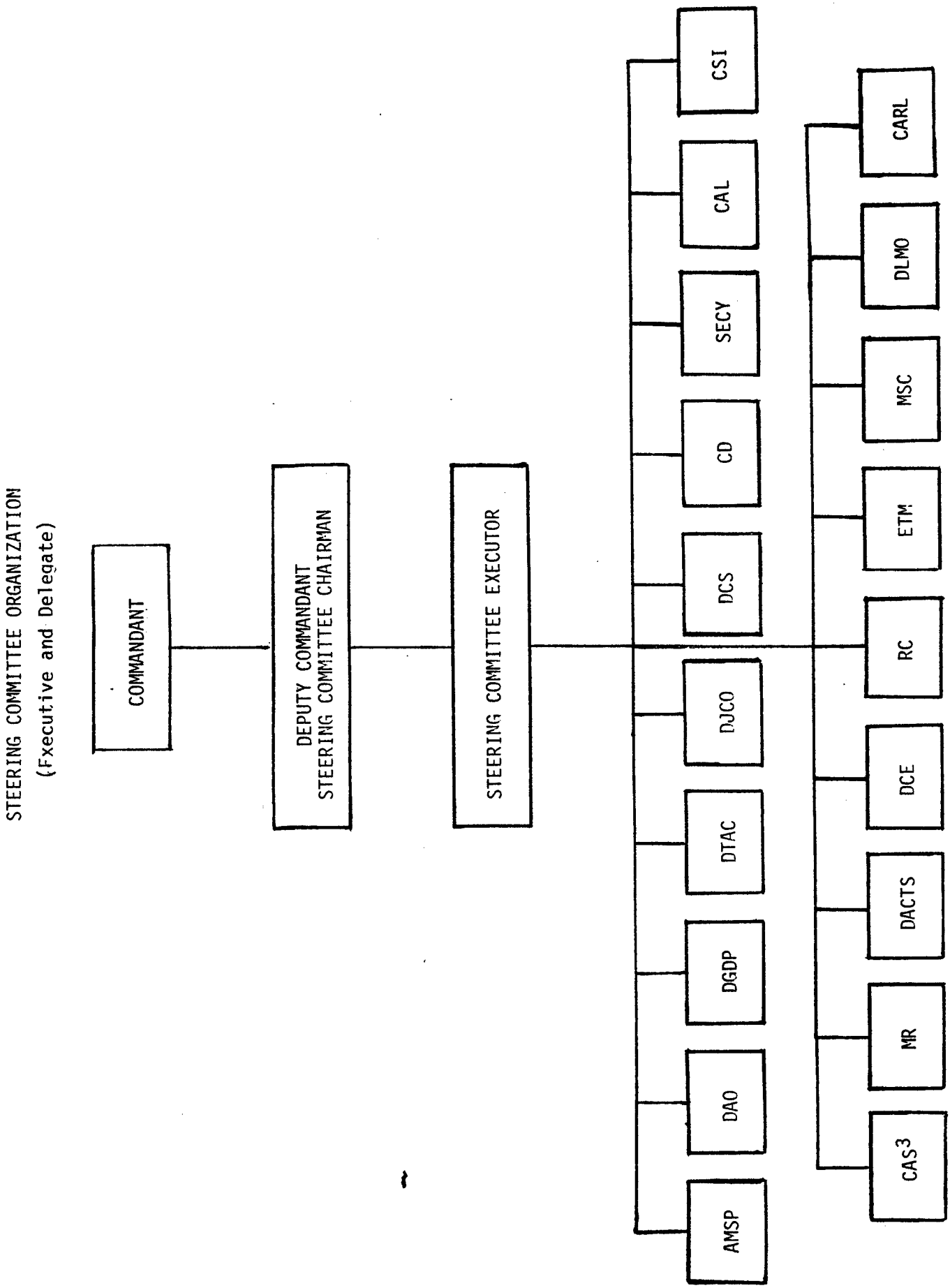
ROSTER OF ABBREVIATIONS

Tier One

| | |
|---|---|
| AMSD | Advanced Military Studies Department |
| DAO | Directorate of Academic Operations |
| DGDP | Directorate of Graduate Degree Programs |
| DTAC | Department of Tactics |
| DJCO | Department of Joint and Combined Operations |
| DCS | Department of Combat Support |
| CD | Class Director |
| SECY | Secretary |
| CAL | Center of Army Leadership |
| CSI | Combat Studies Institute |

Tier Two

| | |
|---|---|
| $CAS^3$ | Combined Arms and Services Staff School |
| MR | Military Review |
| DACTS | Department of Automated Command and Training Systems |
| DCE | Department of Continuing Education |
| RC | Reserve Component Advisors |
| ETM | Extension Training Management Branch |
| MSC | Media Support Center |
| DLMO | Doctrinal Literature Management Office |
| CARL | Combined Arms Research Library |


STEERING COMMITTEE ORGANIZATION
(Executive and Delegate)
COMMANDANT
DEPUTY COMMANDANT
STEERING COMMITTEE CHAIRMAN
STEERING COMMITTEE EXECUTOR
AMSP
DAO
DGDP
DTAC
DJCO
DCS
CD
SECY
CAL
CSI
CAS3
MR
DACTS
DCE
RC
ETM
MSC
DLMO
CARL

6. The Four Principal Evaluation Criteria. Crucial to understanding the strategy of the self-study are the four mission-oriented evaluation criteria which give it focus. Virtually every effort we make in preparing our self-study will help address one or more of these criteria. They follow here (expressed as questions) and are treated more fully in paragraph 8. Please notice that each of the four criteria are phrased as questions that imply an answer that is both descriptive and evaluative. Our reply to each, therefore, must include an evaluative assessment of our effectiveness in that particular criterion area.

a. Evaluation Criterion 1: Mission. Does the institution have clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary (graduate-level) educational institution?

b. Evaluation Criterion 2: Resources and Organization. Has the institution effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its mission?

c. Evaluation Criterion 3: Mission Accomplishment. Is the institution accomplishing its mission?

d. Evaluation Criterion 4: Mission Continuity. Can the institution continue to accomplish its mission in the future?

Because of their central importance to the self-study, these four evaluation criteria will exert the primary formative influence on the study and on our method for carrying it out.

7. Accomplishing the Self-Study.

a. General Principles. Three basic operating principles will govern our implementation of the self-study.

(1) Conduct of the study will be decentralized. Each director serving on the Executive Steering Committee will be responsible for his department's or directorate's self-assessment and for developing materials on schedule for the self-study report, to be submitted through his delegate to Dr. Brookes.

(2) Because of CGSC's highly systematic approach to education, some of the information needed for the study already exists and may chiefly require updating and format revision for departments' use in self-assessment and inclusion in the report. Whenever existing materials can be so adapted, they should be. An example is the post-instructional data gathered by DAO to assess CGSC courses over recent years.

(3) In other instances, the study will require gathering considerable new data through questionnaires and drawing new conclusions about our operations. The Delegate Steering Committee will prepare these instruments.

8. Departmental Assignments. Departments will contribute to the self-study according to the relevance of each department's mission to the four principal evaluation criteria. A responsibilities listing, by evaluation criteria follows. Again, notice the evaluative dimension implied in the response we are expected to make.

a. Evaluation Criterion 1: Mission. This is the basic criterion on which the other three are built. "Does the institution have clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary (graduate-level) educational institution?"

(1) CGSC mission history and evolution. (The Combat Studies Institute /CSI/ will prepare a brief historical account of the CGSC mission.)

(2) Departmental mission and functions definitions. (Each CGSC department will submit its own statement of mission and functions.)

b. Evaluation Criterion 2: Resources and Organization. This compound criterion concerns three resource areas: human resources, financial resources, and physical resources. "Has the institution effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish the mission?" Addressing these three areas falls chiefly to the CGSC Secretary, complemented by the Class Director and the Deputy Installation Commander (DIC). The organization scheme will be used in describing and evaluating CGSC's current resources. Future resources will be discussed in addressing Criterion 4.

(1) Human Resources.

(a) Command group (Secretary).

(b) Staff (Secretary).

(c) Faculty (Secretary).

(d) Students (Class Director).

(2) Financial Resources.

(a) Annual budget (Secretary).

(b) Budget planning and execution processes (Secretary).

(c) Gifts to the College (Secretary).

(3) Physical Resources.

(a) Academic buildings and equipment (Secretary).

(b) Support buildings and equipment (DIC).

(c) Student housing (DIC).

(d) Community services (DIC).

1. Medical.

2. Dental.

3. Recreational.

4. Economic (PX, Commissary. Bank, etc.) (DIC).

5. Others as appropriate.

c. Evaluation Criterion 3: Mission Accomplishment. This criterion is probably the most crucial, for it poses the all-important question, "Are we actually accomplishing our given mission?" This question also is especially difficult to address because its answer really must be a composite of assessments from various sources. We will address it in two ways: First, by describing what we do in performing our academic mission; second, by surveying certain groups on the effectiveness and value of what we do. Responsibilities for these two components of our approach are divided as follows:

(1) Component 1: Description of mission performance. (Departments will describe their activities as assigned below in parentheses.)

(a) Policy Creation: How does the College form the broad academic policies and principles that govern the institution's activities from top leadership downward? (DAO)

(b) Curriculum Design and Managment: How is academic policy translated into a curriculum and curriculum guidance? (DAO)

(c) Curriculum and Curricular Materials: What do we teach and what do we write for classroom teaching (courses, subcourses, and issue materials)? (Academic Departments, CAL, DTAC, DCS, DJCO, CSI)

(d) Curriculum Supporting Materials: What do we write that directly relates to our teaching (doctrinal materials, books, articles, papers for conferences, Leavenworth papers, computer programs, war games designed, speeches delivered. etc)? (Academic Departments, DLMO)

(e) Instruction: How do we teach? How much do we teach? How are we organized to teach? How do we prepare to teach? How do we assess our teaching within departments? How do we evolve our instruction within departments? Include teaching contributed to "functional" courses (Pre-Command Course, Refresher Courses, etc). (Academic Departments)

(f) Academic Counselor-Evaluator (ACE) Activities: How do we advise students? How much advising do we do? How are we organized to advise? How do we assess the effectiveness of our advising? How do we train our advisors? (DAO, Academic Departments)

(g) Student Evaluation: How do we evaluate and grade students on their academic performance? What is the overall structure of our evaluation system? How much of our evaluation is objective? How much is subjective? How do we make evaluation meaningful to the student? How do we record our evaluations? What system exists for revising our evaluation processes? (DAO)

(h) Other Activities: What else do we do in support of the CGSC mission? What conferences do we sponsor? What visitors do we entertain officially? What conferences do we attend? What lecture series do we support? What evaluations (of programs external to CGSC) do we participate in? What travel and other miscellaneous activities are we asked to accomplish? (Academic Departments)

(i) Curriculum Support: In the case of departments that do not teach but do support instruction, parallel questions should be asked, leading to answers that describe the activities performed in carrying out the departmental mission. Those questions and their answers necessarily will differ from department to department.

(2) Component 2: Evaluation of Mission Performance (Steering Committee). Having described our academic mission activities, we will also evaluate our performance of those activities. For that purpose we will:

(a) Survey four populations: selected recent CGSC graduates, selected less recent CGSC graduates, selected supervisors of CGSC graduates, and staff and faculty currently assigned to CGSC. Item subjects for these surveys appear at Appendixes 1-3.

(b) Using our survey data and other related data, evaluate our performance in quantitative terms (To what extent are we accomplishing the mission?) and in qualitative terms (How well are we accomplishing the mission?).

d. Evaluation Criterion 4: Mission Continuity. For this final criterion, we will predict to the best of our ability CGSC's capacity to continue accomplishing its mission in the future. We will examine the question first in the short term; then the longer term, considering both academic goals and resource projections.

(1) Short-term (5-year) academic goals (DAO).

(a) Progress with the 5-year curriculum plan.

(b) Continued implementation of the CAS3 course.

(c) Continued implementation of the AMSP course.

(d) Development of MMAS and AMSP.

(e) Implementation of specialty code 54 (Operations, Plans, Training, and Force Development) course.

(f) Implementation of other functional courses.

(2) Short-term (5-year) resource expectations (Secretary, DIC).

(a) Personnel strength.

(b) Funding.

(c) Physical facilities.

(3) Long-term (5-20 years) academic goals (DAO).

(To be developed)

(4) Long-term (5-20 years) resource expectations (Secretary, DIC).

(To be developed)

9. In summary, with all these efforts completed we will have conducted an extremely meaningful, comprehensive analysis of our entire CGSC enterprise. From it we hope to derive not only continued accreditation but, more importantly, a valuable basis for guiding our continuing development as a college. The pages that follow propose an organization for our final self-study report and establish a calendar for guiding our progress as we proceed. But these are only the skeletal structure for the effort before us. It is up to all of us, during the entire term of our institution's review, to fill out that skeleton by assisting the self-study Steering Committee members to whatever degree is necessary as they carry out their work. I solicit the full cooperation of all of you as we proceed with this very important undertaking.

DAVE R. PALMER
Major General, USA
Deputy Commandant

## APPENDIX 1

## PROPOSED ITEM SUBJECTS FOR GRADUATES' SURVEY

Survey items to be addressed by recent graduates will focus on the following data areas. Surveys of the several graduate populations will be identical, but will allow for necessary variations in responses.

1. Respondent's rank.
2. Respondent's sex.
3. Respondent's ethnic origin(s).
4. Respondent's specialty codes.
5. Respondent's present assignment.
6. Respondent's CGSC graduation year.
7. Participation in the Master of Military Art and Science (MMAS) Program.
8. Effects of MMAS program on subsequent career.
9. Participation in the Cooperative Degree (COOP) Program.
10. Effects of COOP program on subsequent career.
11. Further Army schooling (post-CGSC).
12. Relation of CGSC studies to subsequent assignment duties.
13. Relation of CGSC studies to specialty code skills.
14. Relation of CGSC studies to personal maturation.
15. Relation of CGSC studies to military knowledge generally.
16. Effectiveness of core curriculum organization.
17. Effectiveness of core curriculum depth.
18. Effectiveness of instructional methods.
19. Effectiveness of elective (individual development) courses.
20. Effectiveness of core curriculum preparation for elective (individual development) courses.

21. Effectiveness of balance between classroom time and individual study time.

22. Conduciveness of class size to learning.

23. Effectiveness of academic counseling and advising.

24. Accuracy of student evaluation system.

25. Effectiveness of student evaluation as a motivator.

26. Sufficiency of the CGSC regular classroom facilities.

27. Sufficiency of CGSC special classroom facilities (TOC, terrain boards, other simulators, etc,).

28. Sufficiency of the Fort Leavenworth community support services.

29. Value of classmates in the educational process.

30. Value of CGSC education compared with those of other staff colleges.

APPENDIX 2

PROPOSED ITEM SUBJECTS FOR SUPERVISORS' SURVEY

Survey items to be addressed by graduates' supervisors will focus on the following data areas. Surveys of the two populations will not be identical.

1. Respondent's rank.
2. Respondent's sex.
3. Respondent's ethnic origin(s).
4. Respondent's specialty codes.
5. Respondent's present assignment.
6. Respondent's CGSC graduation year.
7. Respondent's further military education, if any.
8. Respondent's opinions on recent graduates' knowledge concerning:
   a. Staff coordination skills.
   b. Writing skills.
   c. Briefing skills.
   d. The Army's structure and organization.
   e. Tactics and operations (brigade and above).
   f. Military history.
   g. Logistical support.
   h. Joint operations.
   i. Combined operations.
   j. Nuclear/biological/chemical warfare.
   k. Electronic warfare.
   l. National security.
   m. Management principles and techniques.

n. Budgetary principles and procedures.

o. Training principles and techniques.

p. Leadership principles and techniques.

q. Soldiers' needs.

r. Automated data processing.

s. New weapons systems.

t. Planning principles and techniques.

u. Military law.

v. Low-intensity conflict.

w. International affairs.

x. Geography.

y. Force structure and integration.

z. Intelligence principles.

APPENDIX 3

PROPOSED ITEM SUBJECTS FOR STAFF AND FACULTY SURVEY

1. Respondent's rank.

2. Respondent's sex.

3. Respondent's ethnic origin(s).

4. Respondent's specialty codes.

5. Respondent's present assignment.

6. Respondent's CGSC graduation year.

7. Respondent's further military education, if any.

8. Respondent's total years on the CGSC staff.

9. Respondent's total years on the CGSC faculty.

10. Respondent's CGSC department.

11. Respondent's opinions concerning:

a. Adequacy of background preparation for current job.

b. Adequacy of daily preparation time for current job, if applicable.

c. Satisfaction with job performance.

d. Satisfaction with support from department colleagues.

e. Satisfaction with support from college-wide leadership.

f. Satisfaction with guidance from CGSC leadership.

g. Satisfaction with office accommodations (space, phones, furnishings, etc.).

h. Satisfaction with material support (supplies, etc.).

i. Satisfaction with Media Support Center.

j. Satisfaction with library support.

k. Satisfaction with quality of students.

l. Satisfaction with current curriculum.

m. Satisfaction with bookstore support.

n. Satisfaction with Faculty Council.

o. Satisfaction with Academic Councellor-Evaluator program effectiveness.

p. Satisfaction with departmental clerical support.

q. Satisfaction with Word Processing Center support.

r. Satisfaction with individual schedule flexibility (time for PT, etc.).

s. Satisfaction with interdepartmental cooperation.

t. Satisfaction with opportunities for professional growth.

u. Satisfaction with opportunities for personal growth.

v. Satisfaction with Fort Leavenworth opportunities for family life.

APPENDIX 4

PROPOSED ORGANIZATION OF THE SELF-STUDY REPORT

a. Chapter 1: Introduction to the Self-Study Report.

(1) Organization of the report.

(2) Goals of the 1984 self-study:

(a) Influence of the 1979 Report.

(b) Conduct of the 1984 self-study.

b. Chapter 2: General description: CGSC brief history and current role.

c. Chapter 3: Evaluation Criterion 1: Mission.

d. Chapter 4: Evaluation Criterion 2: Resources and Organization.

(1) Human.

(2) Financial.

(3) Physical.

e. Chapter 5: Evaluation Criterion 3: Mission Accomplishment.

(1) Description of mission performance. (What we do.)

(2) Evaluation of mission performance. (How well we do it.)

(a) Quantitative performance. (How much do we accomplish?)

(b) Qualitative performance. (How good is what we accomplish?)

f. Chapter 6: Evaluation Criterion 4: Mission Accomplishment Tomorrow.

(1) The Army's future needs.

(2) CGSC's future mission.

(3) Planning systems.

(4) Resource projections.

g. Chapter 7: Summary Assessment.

APPENDIX 5

PLANNING CALENDAR

| On or About | EVENT |
|---|---|
| 11 Jan 84 | CGSC Advisory Committee recommends extending period of self-study to terminate in Evaluation visit in April 1985. |
| 11-20 Jan 84 | DGDP revises self-study plan in outline. |
| 31 Jan 84 | DGDP confers with NCA on revised self-study plan. |
| 1 Mar 84 | NCA approves revised self-study plan and extension. |
| 9 Mar 84 | Deputy Commandant reviews revised self-study plan, provides implementing guidance. |
| 21 Mar-29 Apr 84 | CGSC realignment. |
| 30 Apr 84 | CGSC Executive Steering Committee (DC and Directors) review and approve draft self-study plan. |
| 7-31 May 84 | Chief Delegate and assistants construct and validate survey instruments. |
| 14 May 84 | CGSC Delegate Steering Committee reviews draft self-study plan. |
| 22 June 84 | Deputy Commandant reviews final self-study plan. Plan is published to the College at large. |
| 26 Jun 84 | CGSC mails graduate surveys to selected respondents over Deputy Commandant's/Commandant's signature. |
| 1-30 July 84 | Respondents complete and return surveys. |
| 1 July-15 Aug 84 | Delegate Steering Committee members prepare draft self-study input in individual departments. Input is due at DGDP 30 July 84. |
| 30 Jul-21 Aug 84 | DGDP mails out and receives replies to survey followup (second request). |
| 15 Aug-14 Sep 84 | Delegate Steering Committee assembles 1st draft of self-study report, based or departmental input. |

| | |
|---|---|
| 1-30 Aug 84 | DACTS processes graduate survey data and forwards to DGDP. |
| 17-28 Sep 84 | Departments review 1st draft report for accuracy and concurrence. |
| 1-12 Oct 84 | Delegate Steering Committee incorporates departmental corrections in 2nd draft report. |
| 22 Oct-2 Nov 84 | Departments review and concur with corrections in 2nd draft report. |
| 5-23 Nov 84 | Delegate and Executive Steering committee prepare and approve 3rd draft report. |
| 3 Dec 84 | DGDP mails 3rd draft self-study report to 1985 CGSC Advisory Committee. |
| 15-17 Jan 85 | Advisory Committee reviews 3rd draft self-study report at annual meeting; offers suggestions. |
| 18-Jan-1 Feb 85 | Delegate Steering Committee incorporates Advisory Committee suggestions into 4th draft report. |
| 4-8 Feb 85 | Departments review 4th (final) draft report. |
| 15 Feb 85 | CGSC submits camera-ready final draft self-study to MSC. |
| 15-23 Feb 85 | MSC prepares final self-study report (by prior scheduling). |
| 1 Mar 85 | CGSC mails self-study to Evaluation Team. |
| 14-17 Apr 85 | CGSC hosts Evaluation Team Visit. |
| May-July 85 | NCA conducts after-visit review of evaluation team's report and advises CGSC of results. |

# APPENDIX D

# SURVEY OF GRADUATES

ASSESSING CGSC

(Graduates' Survey)

Part I: Directions. This survey is part of CGSC's 1984 accreditation self-study, being prepared for the North Central Association of Colleges and Schools (NCA) in compliance with NCA rules for member institutions' accreditation. It consists of 75 items and will take about 10 minutes to complete. Before beginning to complete the survey, please read carefully the ten-step directions given below.

1. Identify in your survey kit the following four components.

   a. One survey booklet.

   b. One mark-sense answer sheet.

   c. One CGSC self-addressed return envelope with cardboard stiffener.

   d. One CGSC self-addressed return-indicator post card.

2. Use a soft-lead pencil (e.g., No. 2) for marking your answer sheet.

3. On the answer sheet, under the bold letters "ANSWER SHEET," complete the boxes provided as follows.

   a. "School or Organization": CGSC

   b. "Name of Test": NCA Self-Study Survey

   c. "Date of Test": 1984

   d. "Grade and Section": Leave blank

4. Under the heading "SPACES FOR STUDENT NUMBER," blacken all nine spaces containing a zero in the top line. Do not indicate your student number.

5. Leave blank the entire section under the heading "SPACES FOR STUDENT NAME."

6. Leave blank both columns under the heading "FIRST INITIAL" AND "SECOND INITIAL."

7. For all the rest of the survey, indicate your responses to the survey items by marking one of the appropriate spaces (A, B, C, D, or E), or by leaving all the spaces blank if an item does not apply to you.

8. Items 1 through 14 require factual responses not calling for an opinion. Simply mark the answer sheet as directed below (Part II) for the survey items.

9. Items 15 through 75 require opinions to be indicated by marking the answer sheet as directed below (Part III) for these survey items.

10. When you have finished marking the answer sheet, insert it in the self-addressed return envelope and mail it back to CGSC. At the same time, print your rank and name on the back of the self-addressed return-indicator post card and mail it separately. This card will advise us that your anonymous answer sheet has been mailed and prevent us from including you in our follow-up mailing to non-respondents. Do not return the survey booklet.

These steps will conclude your participation in the survey.

Part II: Sorting Data. Please provide the factual information requested below by marking the appropriately designated space on your answer sheet for each item below, or by leaving all spaces blank if an item does not apply to you.

1. I am a member of

   A. The CGSOC class of 1983.

   B. The Pre-Command Course (Battalion Commander).

   C. The Pre-Command Course (Brigade Commander).

2. I am a member of

   A. The U.S. Army.

   B. The U.S. Air Force.

   C. The U.S. Navy.

   D. The U.S. Marine Corps.

3. My rank during most of my CGSC student year was

   A. CPT.

   B. MAJ.

   C. LTC.

   D. LTC(P).

   E. Other.

4. My branch belongs to the

   A. Combat Arms Division.

   B. Combat Support Arms Division.

   C. Combat Service Support Arms Division.

   D. Professional Division.

   E. Other.

5. My ethnic origin is chiefly

   A. Caucasian.

   B. Afro-American.

   C. Hispanic American.

   D. Oriental American.

   E. Other.

6. My sex is

   A. Male.

   B. Female.

7. I belong to the

   A. Active Component.

   B. Reserve Component (USAR/NG).

8. My highest completed diploma/degree on entering CGSC was

   A. High School.

   B. Baccalaureate.

   C. Master's.

   D. Ph.D./Ed.D.

   E. Professional.

9. While at CGSC I completed the Master of Military Art and Science Program.

   A. Yes.

   B. No.

10. While at CGSC I began and later completed a Cooperative Degree Program.

   A. Yes.

   B. No.

11. While at CGSC I completed a master's degree program unaffiliated with CGSC.

A. Yes.

B. No.

12. While at CGSC I began and later completed an unaffiliated master's degree program.

A. Yes.

B. No.

13. On completion of CGSC I was immediately assigned to further military schooling.

A. Yes.

B. No.

For Item 14, please mark your answer sheet normally if an Item A-E applies to you. If an Item F-I applies to you please mark your response as follows:

for F, mark A and B.

for G, mark A and C.

for H, mark A and D.

for I, mark A and E.

14. I am currently assigned to a position in a (broadly speaking)

A. Battalion or brigade.

B. Division or corps.

C. Joint Command.

D. Combined command.

E. DA/JCS/MACOM HQ.

F. School/Training Center/ROTC.

G. Recruiting command.

H. Reserve component.

I. Other.

Part III: Evaluation. Please respond to the following statements by marking the space on the answer sheet corresponding to the following choices. Choose the response that most closely matches your opinion. Notice that some statements are positively phrased and others negatively phrased.

A = Strongly Agree.

B = Agree.

C = Neutral.

D = Disagree.

E = Strongly Disagree.

A + B = Don't know/Haven't thought about it.

No mark = This item does not apply to me.

A. CGSC'S GENERAL INFLUENCE

15. CGSC was a valuable military-academic experience for me.

16. CGSC was not a valuable social-professional experience for me.

17. CGSC is a career-enhancing experience.

18. Generally speaking, my CGSC studies have been relevant to my assignment(s) since graduation.

19. Given the diversity of the CGSC curriculum, my CGSC studies have not been relevant to the development of my military specialties (OPMS specialties, ASI, etc.).

20. Broadly speaking, my CGSC studies have been influential in my overall development as an officer.

21. The CGSC experience has not contributed to my personal growth.

22. The CGSC curriculum contributed meaningfully to my overall military knowledge.

B. CORE CURRICULUM

23. The core curriculum was effectively organized.

24. Given its purposes, the core curriculum treated its subjects in adequate depth.

A = Strongly Agree.
B = Agree.
C = Neutral.
D = Disagree.
E = Strongly Disagree.
A + B = Don't know/Haven't thought about it.
No Mark = This item does not apply to me.

25. The core curriculum instructional methods were not effective.

26. The core curriculum provided adequate preparation for the individual development courses.

27. With regard to the core curriculum, there was insufficient homework time.

C. INDIVIDUAL DEVELOPMENT CURRICULUM (IDC)

28. The individual development curriculum was effectively organized.

29. The individual development curriculum treated its subjects in adequate depth.

30. The individual development curriculum instructional methods were not effective.

31. With regard to the individual development curriculum, there was insufficient homework time.

D. EVALUATION

32. CGSC's academic evaluation was not accurate.

33. CGSC's academic evaluation was not fair.

34. The Academic Counselor-Evaluator (ACE) system was effective.

E. FACILITIES AND PERSONNEL

35. CGSC <u>regular</u> classroom facilities were not conducive to learning.

36. CGSC's <u>special</u> classroom facilities (TOC, terrain boards, other simulator) were conducive to learning.

37. The CGSC physical plant (building, grounds, etc.) is not satisfactorily maintained.

38. The CGSC faculty was appropriately knowledgeable for its responsibilities.

A = Strongly Agree.
B = Agree.
C = Neutral.
D = Disagree
E = Strongly Disagree.
A + B = Don't know/Haven't thought about it.
No Mark = This item does not apply to me.

39. The CGSC administrative staff was appropriately skilled for its responsibilities.

40. Interrelations with my class mates (section mates, work group/staff group mates) were a significant enhancement of the CGSC educational experience.

41. The Fort Leavenworth community support services were not well conducted.

42. CGSC cares about the well-being of the student.

F. LIBRARY

43. The CGSC library facility (space, equipment, etc.) was not appropriate for the institution's purposes.

44. The CGSC library holdings were not appropriate for the institution's purposes.

45. The CGSC library staff members were trained appropriately for their jobs.

46. The CGSC library staff was helpful in serving students.

G. COMPUTER SERVICES

47. The quality of computer facilities at CGSC was appropriate to students' needs.

48. The extent of computer support for CGSC activities was appropriate for the institution's purposes.

49. Computer support personnel were well trained for their jobs.

50. Computer support personnel were helpful in serving students.

A = Strongly Agree.
B = Agree
C = Neutral
D = Disagree
E = Strongly Disagree.
A + B = Don't know/Haven't thought about it.
No Mark = This item does not apply to me.

H. SKILLS ASSESSMENT

51. CGSC studies improved my ability to write.

52. CGSC studies did not improve my ability to speak publically (to brief, etc.).

53. CGSC studies improved my ability to solve complex problems.

54. CGSC studies improved my ability to work with others in groups.

55. CGSC studies did not improve my leadership abilities.

56. CGSC studies improved my ability to anticipate problems that are likely to arise.

57. The CGSC physical fitness/weight control program was valuable.

58. CGSC studies improved my ability to plan solutions for likely problems before they arise

59. CGSC studies did not improve my decision-making ability.

I. GRADUATE DEGREE PROGRAMS

60. The Master of Military Art and Science (MMAS) program was not a valuable professional academic experience for me.

61. The MMAS program will be a career-enhancing experience for me.

62. The MMAS program imposed a significant additional workload.

63. The Cooperative Degree Program was a valuable professional academic experience for me.

64. The Cooperative Degree Program will be a career-enhancing experience for me.

65. The Cooperative Degree Program did not impose a significant additional workload.

J. CURRICULUM BALANCE: Please indicate whether the areas of the CGSC curriculum listed below should be expanded or reduced. Use the following scale to express your views.

A = Expand greatly.
B = Expand moderately.
C = Leave about the same.
D = Reduce moderately
E = Reduce greatly.

66. Tactics

67. Logistics

68. Leadership

69. Staff Operations

70. Military History

71. Management (Analytical Decisionmaking)

72. Strategic Studies

73. Theater Operations

74. Communicative Skills

75. Low Intensity Conflict

K. COMMENTARY: If you have opinions to express not adequately addressed by the items above, please offer them in writing below. Use additional sheets if you wish. Your views will be taken into account in drawing conclusions from the survey.

# APPENDIX E

# SURVEY OF GRADUATES' SUPERVISORS

# ASSESSING CGSC

## (Supervisors' Survey)

Part I: Directions. This survey is part of CGSC's 1984 accreditation self-study, being prepared for the North Central Association of Colleges and Schools (NCA) in compliance with NCA rules for member institutions. It consists of 37 items and will take about 10 minutes to complete. Before beginning to complete the survey, please read carefully the ten-step directions given below.

1. Identify in your survey kit the following four components.

    a. One survey booklet.

    b. One mark-sense answer sheet.

    c. One CGSC self-addressed return envelope with cardboard stiffener.

    d. One CGSC self-addressed return-indicator post card.

2. Use a soft-lead pencil (e.g., No. 2) for marking your answer sheet.

3. On the answer sheet, under the bold letters "ANSWER SHEET," complete the boxes provided as follows.

    a. "School or Organization": CGSC.

    b. "Name of Test": NCA Self-Study Survey.

    c. "Date of Test": 1984.

    d. "Grade and Section": Leave blank

4. Under the heading "SPACES FOR STUDENT NUMBER," blacken all nine spaces containing a zero in the top line.

5. Leave blank the entire section under the heading "SPACES FOR STUDENT NAME."

6. Leave blank both columns under the heading "FIRST INITIAL" and "SECOND INITIAL."

7. For all the rest of the survey, indicate your responses to the survey items by marking one of the appropriate spaces (A, B, C, D, or E), or by leaving all the spaces blank if an item does not apply to your case.

8. Items 1 through 10 require factual responses not calling for an opinion. Simply mark the answer sheet as directed below (Part II) for these survey items.

9. Items 11 through 36 require opinions to be indicated by marking the answer sheet as directed below (Part III).

10. When you have finished marking the answer sheet, insert it in the self-addressed return envelope and mail it back to CGSC. At the same time, print the rank and name of the 1983 CGSC graduate whom you rate, and who relayed to you this survey, on the back of the self-addressed return-indicator post card and mail it separately. This card simply advises us that your anonymous answer sheet has been mailed and prevent us from including you in our follow-up mailing to non-respondents. No attempt will be made to link the contents of your responses with you individually or with the 1983 graduate whom you rate. Do not return the entire survey booklet. However, if you wish to submit a written comment as explained on page 8, please follow the instructions which appear there.

These steps will conclude your participation in the survey.

Part II: Sorting Data. Please provide the factual information requested below by marking the appropriately designated space on your answer sheet for each item below, or by leaving all spaces blank if an item does not apply to you.

1. My current rank is

   A. MAJ.

   B. LTC.

   C. COL.

   D. General Officer.

   E. Other.

2. My branch belongs to the

   A. Combat Arms Division.

   B. Combat Support Arms Division.

   C. Combat Service Support Arms Division.

   D. Professional Division.

   E. Other.

3. My ethnic origin is chiefly

   A. Caucasian.

   B. Afro-American.

   C. Hispanic American.

   D. Oriental American.

   E. Other.

4. My sex is

   A. Male.

   B. Female.

5. I belong to the

   A. Active Component.

   B. Reserve Component (USAR/ARNG).

   C. Civilian.

   D. Other Service.

6. My highest completed diploma/degree is

   A. High School.

   B. Baccalaureate.

   C. Master's.

   D. Ph.D./Ed.D.

   E. Professional.

7. I graduated from

   A. The CGSC resident course.

   B. The CGSC nonresident course.

   C. Both the CGSC resident and nonresident courses.

   D. An equivalent staff college course.

   E. None of the above.

8. I completed CGSC or the equivalent in

   A. 1982.

   B. 1981.

   C. 1980.

   D. 1975-1979.

   E. 1974 or earlier.

9. While at CGSC I completed the Master of Military Art and Science Program.

   A. Yes.

   B. No.

10. While at CGSC I began and later completed a Cooperative Degree Program.

A. Yes.

B. No.

For item 11, please mark your answer sheet normally if an Item A-E applies to you. If an Item F-I applies to you please mark your response as follows:

for F, mark A and B.

for G, mark A and C.

for H, mark A and D.

for I, mark A and E.

11. Broadly speaking, I am currently assigned to a position in a (if categories overlap, select in favor of unit size)

A. Battalion or brigade.

B. Division or corps.

C. Joint command.

D. Combined command.

E. DA/JCS/MACOM HQ.

F. School/Training Center/ROTC.

G. Recruiting command.

H. Reserve component.

I. Other.

Part III: Evaluation. Please respond to the following statements by marking the space on the answer sheet corresponding to the following choices. Choose the response that most closely reflects your opinion. Please notice that some statements are positively phrased and others negatively phrased.

A = Strongly Agree.

B = Agree.

C = Neutral.

D = Disagree.

E = Strongly Disagree.

A + B = Don't know/Haven't thought about it.

No mark = This item does not apply to me.

12. Most CGSC graduates have better staff-action coordination skills than non-CGSC graduates.

13. CGSC graduates generally have well developed military writing skills.

14. The briefing skills of CGSC graduates usually are not better than those of non-CGSC graduates.

15. The typical CGSC graduate has a deficient understanding of the Army's structure and organization.

16. Most CGSC graduates have a thorough grasp of tactical principles.

17. Military history is one area where CGSC graduates do not know enough.

18. The average CGSC graduate is well grounded in the principles of logistical support.

19. CGSC graduates do not understand joint operations.

20. CGSC graduates need more understanding of combined operations.

21. As a general rule CGSC prepares its graduates well in the national security subjects.

22. The typical CGSC graduate understands nuclear/biological/chemical operations.

23. Electronic warfare is a subject which CGSC graduates generally do not understand.

A = Strongly Agree.
B = Agree.
C = Neutral.
D = Disagree.
E = Strongly Disagree.
A + B = Don't know/Haven't thought about it.
No mark = This item does not apply to me.

24. The average CGSC graduate is well informed about managerial decisionmaking.

25. CGSC graduates do not know the basics of budgetary principles and procedures.

26. Generally CGSC graduates know thoroughly the essentials of training management.

27. Leadership principles are an area in which CGSC graduates are well informed.

28. CGSC graduates display a sensitivity toward the needs of their soldiers.

29. As a group, CGSC graduates are able to work successfully with ADP systems.

30. Most CGSC graduates lack a broadly developed grasp of current weapons systems.

31. CGSC graduates are good planners.

32. Military law is one area in which CGSC graduates need more study.

33. CGSC graduates know enough about low-intensity conflict.

34. International relations is a subject in which the CGSC graduate is usually deficient.

35. CGSC students don't know enough geography.

36. Force structure and integration is a topic well understood by CGSC students.

37. Most CGSC students have a good grasp of military intelligence principles.

COMMENTARY: If you have opinions to express not adequately addressed by the items above, please offer them in writing below. Use additional sheets if you wish. Your views will be taken into account in drawing conclusions from the survey.

# APPENDIX F

# SURVEY OF STAFF AND FACULTY

ASSESSING CGSC

(Staff and Faculty Survey)

Part I: Directions. This survey is part of CGSC's 1984 accreditation self-study, being prepared for the North Central Association of Colleges and Schools (NCA) in compliance with NCA rules for member institutions. It consists of 86 items and will take about 15 minutes to complete. Before beginning the survey, please read carefully the ten-step directions given below.

1. Identify in your survey kit the following three components.

    a. One survey booklet.

    b. One mark-sense answer sheet.

    c. One self-addressed return envelope.

2. Use a soft-lead pencil (e.g., No. 2) for marking your answer sheet.

3. On the answer sheet, under the bold letters "ANSWER SHEET," complete the boxes provided as follows.

    a. "School or Organization": CGSC

    b. "Name of Test": NCA Self-Study Survey (Staff and Faculty)

    c. "Date of Test": 1984

    d. "Grade and Section": Leave blank

4. Under the heading "SPACES FOR STUDENT NUMBER," blacken all nine spaces containing a zero in the top line.

5. Leave blank the entire section under the heading "SPACES FOR STUDENT NAME."

6. Leave blank both columns under the heading "FIRST INITIAL" and "SECOND INITIAL."

7. For all the rest of the survey, indicate your responses to the survey items by marking one of the appropriate spaces (A, B, C, D, or E), or by leaving all the spaces blank if an item does not apply to your case.

8. Items 1 through 9 require factual responses not calling for an opinion. Simply mark the answer sheet as directed below (Part II) for these survey items.

9. Items 10 through 86 require opinions to be indicated by marking the answer sheet as directed below (Part III).

10. When you have finished marking the answer sheet, return it in the self-addressed return envelope provided. Then print your rank (or "DAC" for civilians) and name on the cut-off form at the bottom of this page and return it separately. This form will show that your anonymous answer sheet has been returned and prevent you from being identified as a non-respondent. Do not return the entire survey. If you wish to submit a written comment, space is provided on the survey's last page, which may be anonymously returned with your answer sheet.

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CGSC STAFF AND FACULTY

NCA ACCREDITATION SURVEY

I have returned my accreditation survey answer sheet.

_____

Last Name First Name Rank

_____

Department Office phone

Part II: Sorting Data. Please provide the factual information requested below by marking the appropriately designated space on your answer sheet for each item below, or by leaving all spaces blank if an item does not apply to you.

1. I am a member of

   A. The CGSC staff (chiefly perform administrative, non-teaching duties).

   B. The CGSC faculty (chiefly perform teaching duties).

2. I have been assigned at CGSC in my current tour for (choose closest answer)

   A. Less than one year.

   B. One to two years.

   C. Two to three years.

   D. Longer than three years.

3. I am a

   A. Military service member.

   B. Civilian employee.

4. I am a

   A. Male

   B. Female.

5. I serve

   A. As a Director or higher.

   B. Lower than the Director level.

6. My ethnic origin is chiefly

   A. Caucasian.

   B. Afro-American.

   C. Hispanic American.

   D. Oriental American.

   E. Other.

7. During my tour here, I have served on at least one MMAS thesis research committee..

A. Yes.

B. No.

8. My highest completed degree is

A. Baccaulaureate.

B. Master's.

C. Ph.D./Ed.D.

D. Professional.

For Item 9 please mark your answer sheet normally if an item A-E applies to you. If an Item F-I applies to you, please mark your response as follows:

for F, mark A and B.

for G, mark A and C.

for H, mark A and D.

for I, mark A and E.

for J, mark B and C.

for K, Mark B and D.

for L, mark B and E.

9. The department I have worked longest for is

A. DCOM.

B. CAL.

C. DTAC.

D. DCS.

E. DJCO.

F. CSI.

G. DAO.

H. SECY.

I. CAS[3].

J. SAMS.

K. SPD.

L. Other.

Part III: Evaluation. Please respond to the following statements by marking the space on the answer sheet corresponding to the following choices. Choose the response that most closely matches your opinion. Please notice that some statements are positively phrased and others negatively phrased.

A = Strongly Agree.

B = Agree.

C = Neutral.

D = Disagree.

E = Strongly Disagree.

A + B = Don't know/Haven't thought about it.

No mark = This item does not apply to me.

A. MISSION

10. The CGSC mission is clear to me.

11. I do not understand my intended contribution to the overall mission.

12. The CGSC mission is not appropriate to the institution.

13. The relationship between CGSC's mission and its subcomponents is clear.

14. The relationship between CGSC's mission and my actual daily work is clear.

B. WORK ENVIRONMENT

15. In general the work environment at CGSC is positive.

16. I don't have enough time to do my work well.

17. I have sufficient office space to work.

18. There is not enough money available for professional travel.

19. The current Faculty Council is not an effective voice in CGSC governance.

A = Strongly Agree.
B = Agree.
C = Neutral.
D = Disagree.
E = Strongly Disagree.
A + B = Don't know/Haven't thought about it.
No mark = This item does not apply to me.

C. PERSONNEL

20. Generally, CGSC students are academically able.

21. As a group, CGSC students are industrious.

22. CGSC students usually do not work well together in groups.

23. The current student body composition facilitates instruction.

24. A larger proportion of combat and combat support-oriented officers in the student body would facilitate instruction.

25. The current student body composition best serves the overall needs of the Army.

26. The CGSC staff and faculty, as a group, are academically able.

27. The average CGSC faculty member does not work hard at his job.

28. I have the educational background necessary to do my work well.

29. I do not have the military experience necessary to do my work well.

30. The lower-ranking support personnel at CGSC do their work well.

31. The staff, faculty, and support personnel work well together.

32. The CGSC leadership group, including Directors, discharges its responsibilities effectively.

33. CGSC Allied personnel provide a valuable educational dimension to the CGSC experience.

D. CURRICULUM

34. The CGSOC core curriculum contains about the right balance of its current components.

35. The core curriculum is generally not well taught.

36. The IDC curriculum offers an adequate range of elective courses.

A = Strongly Agree.
B = Agree.
C = Neutral.
D = Disagree.
E = Strongly Disagree.
A + B = Don't know/Haven't thought about it.
No mark = This item does not apply to me.

37. The IDC curriculum treats subjects in enough depth.

38. The staff battle exercises are a good teaching device.

39. Introductory comps are a useful preparation for the core curriculum.

40. Students generally have enought time to do assigned homework.

41. The Guest Speaker program is a valuable CGSC asset.

42. The core curriculum does not afford students sufficient time to reflect.

43. The IDC curriculum does not afford students sufficient time to reflect.

44. The curriculum functional concentrations, or "tracks," excessively restrict students' elective choices.

E. INSTRUCTIONAL METHODOLOGY

45. The "one on sixty" method of presentation is the most effective means of teaching CGSC students.

46. I would not prefer to teach small groups of students (12-15 per group).

47. I would like a greater opportunity to teach a wider range of subjects.

48. Students should not be required to take a more active role in the classroom.

49. CGSC education lends itself better to group discussions and exercises than to lectures.

F. EVALUATION

50. The CGSOC evaluation plan is accurate enough for the purposes it serves.

51. The evaluation plan is generally fair.

52. The Academic Counselor-Evaluator system is not effective.

A = Strongly Agree.
B = Agree.
C = Neutral.
D = Disagree.
E = Strongly Disagree.
A + B = Don't know/Haven't thought about it.
No mark = This item does not apply to me.

G. CLASSROOM FACILITIES

53. Generally, CGSC classrooms are good facilities to teach in.

54. The noise level in the standard classrooms (staff group configuration) detracts from learning.

55. Classroom special facilities (terrain boards, TOC's, other simulators) are conducive to learning.

56. Classrooms are not well maintained (cleaning, servicing).

H. LIBRARY FACILITIES

57. Generally speaking, the CARL meets staff and faculty needs.

58. CARL personnel are knowledgeable.

59. CARL personnel are helpful.

60. CARL special services (interlibrary loan, DTIC access, etc.) are a valuable resource.

61. The CARL is not large enough to service properly the current users.

62. CARL holdings meet faculty needs.

63. CARL hours do not provide adequate access to library holdings.

I. COMPUTER SERVICES

64. The computer support provided by DACTS is a valuable asset.

65. The faculty has enough computer support to do its job well.

66. Classroom computer facilities are inadequate.

67. Computer terminals in staff and faculty offices are adequate.

68. Computer support is usually prompt.

69. DACTS personnel are helpful.

70. DACTS personnel are well qualified.

A = Strongly Agree.
B = Agree.
C = Neutral
D = Disagree.
E = Strongly Disagree.
A + B = Don't know/Haven't thought about it.
No mark = This item does not apply to me.

J. MEDIA SUPPORT CENTER

71. The MSC is an excellent support facility.

72. The quality of MSC print support is high.

73. The quality of MSC graphics support is inadequate.

74. MSC personnel are well qualified.

75. MSC personnel are helpful.

76. MSC response to CGSC needs is not timely.

77. Requirements of the CGSC Editing and Publication Schedule are difficult for faculty to meet.

K. PROFESSIONAL DEVELOPMENT

78. Teaching at CGSC promotes faculty development.

79. I understand the objectives of the Faculty Development Program.

80. The Faculty Development Program does not meet its objectives.

81. CGSC provides developmental opportunities apart from teaching and the formal Faculty Development Program.

82. I expect to leave CGSC a better professional than I was when I arrived.

L. FORT LEAVENWORTH

83. Fort Leavenworth is not a desirable place to be stationed.

84. The quality of community services at Fort Leavenworth is not high.

85. Other members of my family feel positively about Fort Leavenworth.

86. I believe my assignment to CGSC will enhance my career.

M. COMMENTARY: If you have opinions to express not adequately addressed by the items above, please enter them in the space below, detach this page, and return it with your answer sheet. Use additional sheets if you wish. Your views will be taken into account in drawing conclusions from the survey.