

STATEMENT BY

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Chairman Snyder, Representative Wittman, and the honorable members of the House Armed Services Oversight and Investigations Sub-Committee, I am Lieutenant General Bill Caldwell, the Commanding General of the US Army Combined Arms Center and the Commandant of the U.S. Army Command and General Staff College. On behalf of General George Casey, Army Chief of Staff, and General Marty Dempsey, Commanding General of Training and Doctrine Command, we appreciate the opportunity to speak with you today about our Army's professional military education. We are absolutely committed to the ideals of education in preparing the next generation of our nation's leaders for the challenges of the future. This next generation of leaders will chart a path to the future that is marked by an era of uncertainty and persistent conflict where the importance of leader development and the process of Professional Military Education will be imperative.

Twenty years ago, the Skelton report enabled the Army to focus its professional military education programs to account for the joint environment. Then, as now, the support of this committee was essential to a vibrant and dynamic professional military education. We recognize that your continued advocacy of our professional military education efforts is vital to the sustained health of our leader development and the very security of our nation.

You've asked us to address several questions directly affecting officer professional military education in our Basic Officer Leadership Course, Captains Career Course, Intermediate Level Education at the Command and General Staff College, and the Army War College. Today we'd like to share with you some insights that will better inform your continued work across our armed forces. As we progress through the questions, we'll highlight key aspects of where we are today and how we intend to adapt to better meet the evolving strategic environment. Four themes will resonate within this testimony: Our Army's transformation to meet the changing

security environment; how our maturing Army Leader Development Strategy will guide our professional military education (PME); the benefit from instituting the Army's Human Capital Enterprise, and how joint, interagency, intergovernmental, and multi-national considerations permeate our educational process.

We'd like to begin by describing the context within which the Army's professional military education system operates. The Army is in the midst of unprecedented change, one that goes beyond the visible signs of organizational and material changes. It also includes a focus on improving the ability of our leaders and Soldiers to meet new security environment challenges. This environment is characterized by persistent conflict against adaptive hybrid threats at home and abroad, and includes globalization, technology, population growth, increased resource demands, climate change and natural disasters, and the proliferation of weapons of mass destruction. The Army is shifting its focus and developing its capabilities towards continuous full spectrum operations (Offense, Defense, Stability, and Civil Support) to meet these environments. We have adapted and are continuing to adapt our curriculum for full spectrum operations at the each level of professional military education (PME) to more fully address irregular warfare and stability operations. This continues as a work in progress, since it directly correlates to our current operations in Iraq and Afghanistan.

Our Army's adaptability and agility enhances our ability to engage against the looming threats within the security environment, while preserving our All-Volunteer Force. The changing environment, eight years of war and the requirement to sustain our readiness causes us to think fundamentally different about the integration of Education, Training, and Experiences for our leaders. We have observed the stress of over eight years of sustained conflict on our forces and we are working diligently to adapt institutions and policies to achieve better balance

of professional military education within leader development. This is particularly evident in our PME approach, as we must account for educational changes in our leader development and personnel management policies. We are driving these changes through development of a comprehensive Army Leader Development Strategy. This gets to the heart of the matter: educating the next generation of leaders is vital for our Army and our Nation.

To this end, the Secretary of the Army and Army Chief of Staff have recently appointed General Dempsey, Commanding General for Training and Doctrine Command, as the Army's executive agent for the Human Capital Enterprise (HCE). This also makes him the senior responsible officer for our Army's Leader Development. This decision empowers General Dempsey to influence, establish, and change policies that directly affect our leader development and professional military education objectives.

General Dempsey has vested in me as the Combined Arms Center Commander responsibility for our Army's leader development efforts. Our Center for Army Leadership (CAL), as part of the broader leader development at the Fort Leavenworth Combined Arms Center, is spearheading the development of our comprehensive Army Leader Development Strategy. This strategy will describe the Army's vision for growing its leaders well into the future, predicated on the pillars of leader development: Education, Training, and Experience. The strategy will build upon the foundational doctrinal manuals that so clearly articulate the characteristics we desire in our leaders. We are developing leader imperatives to guide the leader development process and to drive educational initiatives to implement throughout the Army. We are working this effort very closely with all agencies and commands within the Army; this is truly an Army-wide initiative. Many of the remarks within this testimony will underpin how we implement the Army Leader Development Strategy educational pillar.

The Human Capital Enterprise initiative now led by General Dempsey will truly enable synchronization of effort for Army leader development and personnel policies. This new enterprise governance approach will enable the Training and Doctrine Command to pursue adaptations to Army policies and programs needed to build greater flexibility and predictability within the Army. It will also provide leaders who are better prepared to lead our Army. This provides the Army the ability to adopt a more inclusive and holistic approach that will facilitate more efficient and effective use of resources. Tied to the educational pillar, this will ensure the Army accounts for all changes that directly or indirectly affect professional military education. Combining both these recent changes and our ongoing initiatives, we're shaping the future of our PME system to better develop the leader characteristics our Expeditionary Army requires of its officers to lead Full-Spectrum Operations in the 21st Century Security Environment throughout in an era of persistent conflict.

Our professional military education continues to reflect our adaptability to changing conditions and demonstrates the strong emphasis our Army Senior Leaders place on education through agility, adaptability, innovation, and versatility. I'll highlight a few to illustrate the breadth of these policy changes since 2007:

- a. Our Army Chief of Staff strongly supports a comprehensive approach to increase Joint, Interagency, Intergovernmental, and Multi-National (JIIM) awareness in the Command and General Staff College through an Interagency Fellowship and Exchange program and increased attendance for International Officers, Sister Services, and Warrant officers. The interagency fellowship and exchange program has grown steadily since 2007. The Academic Year 2010 resident Intermediate Level Education classes will have 18 students from 14 different governmental agencies.

Similarly, our Army will have 19 military officers as interagency fellows receiving broadening experiences at 12 government agencies. This is definitely an area we want to expand significantly to complement the invaluable presence of our sister service officers and multi-national partners and allies in our professional military education forums.

- b. General Dempsey recognized that one component of our Basic Officer Leader Course providing common core instruction for newly commissioned officers was inefficient and not meeting capacity demand. His decision this year to realign the Basic Officer Leader Course streamlines initial entry officer education and will greatly reduce the backlog of officers waiting to attend the Basic Officer Leader Course.
- c. We are also in the process of redesigning the Captain's Career Course curriculum by September 2009 to enable a more rapid infusion of lessons learned and best practices across all branches and functional areas. This will better develop technically and tactically competent leaders for full spectrum operations who are able to operate within a JIIM environment.
- d. Initiatives to redesign the Basic Officer Leadership Course, and improvements to the current Advanced Operations Course at the Command and General Staff College, remain priorities for the Army. We are also considering a Department of Army level selection board for the year long Intermediate Level Education resident attendance at Fort Leavenworth.
- e. The Commander for Training and Doctrine Command directed our School of Advanced Military Studies (SAMS) to expand from six to nine seminars in 2007.

We completed this expansion this summer. This effectively increases the number of graduates to meet the wartime demands of our Combatant, Corps, and Division Commanders for operational level planners. It will also provide our force a larger cohort of senior officers educated in the advanced application of military studies to inculcate a strategic mindset earlier in their careers. We are truly producing critical, creative thinkers ready for the complex challenges of the 21st century.

We fully recognize professional military education is paramount to an officer's career development. We continuously review our officer professional military education to ensure it remains relevant to our force and national needs. The strategic environment is growing more complex, increasing the demand on education within innovative and dynamic leader development. Our implementation of recommendations from a long series of introspective examinations of leader development requirements in the 1986 Sullivan Report, the Skelton Report, the Army Training and Leader Development Panels from 2000-2004, and the current Army Training and Leader Development Program are indicative of how valuable professional military education is to our leader development. Our current efforts in developing a comprehensive Army Leader Development Strategy continue this focus. We are taking a critical view of what is relevant, what must change, and what outcomes we expect from educating our leaders. Our Center for Army Lessons Learned has a critical role in ensuring we capture and incorporate the right lessons from current operations into our professional military education that will endure over this era of persistent conflict.

A short discussion of how we envision education contributing to our draft Army Leader Development Strategy may provide a better understanding of where we are headed.

The Army expects leaders at successive levels to attain certain abilities cumulatively and progressively over time. These abilities accrue over the span of a leader's career through the balancing of education, training, and experiences – it's a life-long process and journey. The desired characteristics of our most junior leaders clearly differ from those of our more senior leaders who have grown through additional education, training, and experiences. Active and reserve components also differ in breadth and depth. While expertise is narrow early in an officer's career, the breadth and depth of this expertise expands over the course of a career. Progressive development of these characteristics over a career is achieved through a balanced combination of professional military education, training, and experience.

Future leaders require increasing levels of competence in culture, language, information, and Joint, Interagency, Intergovernmental, and Multi-National (JIIM) domains. This requires a sophisticated appreciation of the capabilities and limitations of military power in a geo-political context – demanding leaders understand the influence of culture and language; the impact and utilization of information; and the JIIM environment. Development of these competencies is progressive in nature within leader development and particularly professional military education. Developing these skills and competencies serves as a force multiplier for the Army and enables our leaders to hone their mental agility and forge an expeditionary mindset.

Education complements training and experience, enabling officers to apply appropriate judgment to situations in a complex strategic environment. Education within the Army primarily occurs through professional military and civilian educational opportunities. The progression of cohort schooling requires constant analysis and verification of education and training requirements to ensure leaders are receiving the right skills at the right times. Mental, emotional, and social development is essential in achieving education and experience goals to develop

professional expertise at the highest learning levels. The professional military education system also requires equally innovative, agile and competent instructors and facilitators to provide this level of education. Assigning or hiring high quality teachers to these essential positions is an investment in our leaders' development. These leaders' presence in professional military education settings is critical to character and competence development, and they also serve as inspirational role models in the institutional setting.

The Army educates leaders to achieve higher-level intellectual abilities, and introduces life-long and timed education outcomes for the leaders' progressive development. Education helps leaders make key transitions along their career progression; particularly transitions from direct to organizational level, and organizational to strategic levels of leadership. Educational efforts do not focus on a single learning style or teaching style, or educating to a common denominator. Rather, education efforts use multiple approaches that support individual learning styles to accelerate individual learning.

Our professional military education system (PME) is designed to support both the Active and Reserve components. Therefore, PME includes resident, non-resident, and blended-learning course (a combination of resident and distance learning) designs that leverage formal instruction, and the learning opportunities provided by the internet and other technologies. Education requires engaged learning that contributes to life-long learning skills grounded in critical thinking, problem solving, and decision making. Military education also helps leaders develop skills to quickly comprehend and understand new and changing situations, rapidly build relationships and trust with mission partners, and demonstrate competence and confidence in applying innovative and adaptive solutions required to operate in an uncertain world.

We trust this review of our Army's vision for officer professional military education has now set the stage for answering your questions and providing a context from which to draw conclusions about this testimony.

Please allow us to recap the questions to ensure we meet your intent for this testimony. This distinguished committee has asked us to address nine questions concerning officer professional military education. These questions focus on the following areas: Army Policy Framework and authorities for PME; the purpose and mission of professional military education; the achievement of system objectives; the process and indicators for measuring success; the role of resident professional military; the selection process for students, military and civilian faculty, and senior school staff; the role resident professional military education plays in future assignments of students and faculty; the process for professional military education decision-making; and the impacts of taking away Joint Duty Authorization List credit for non-host military faculty.

We will address each question in turn, offering an appraisal of our current actions and, where appropriate, how we are changing our professional military education to meet new operational demands.

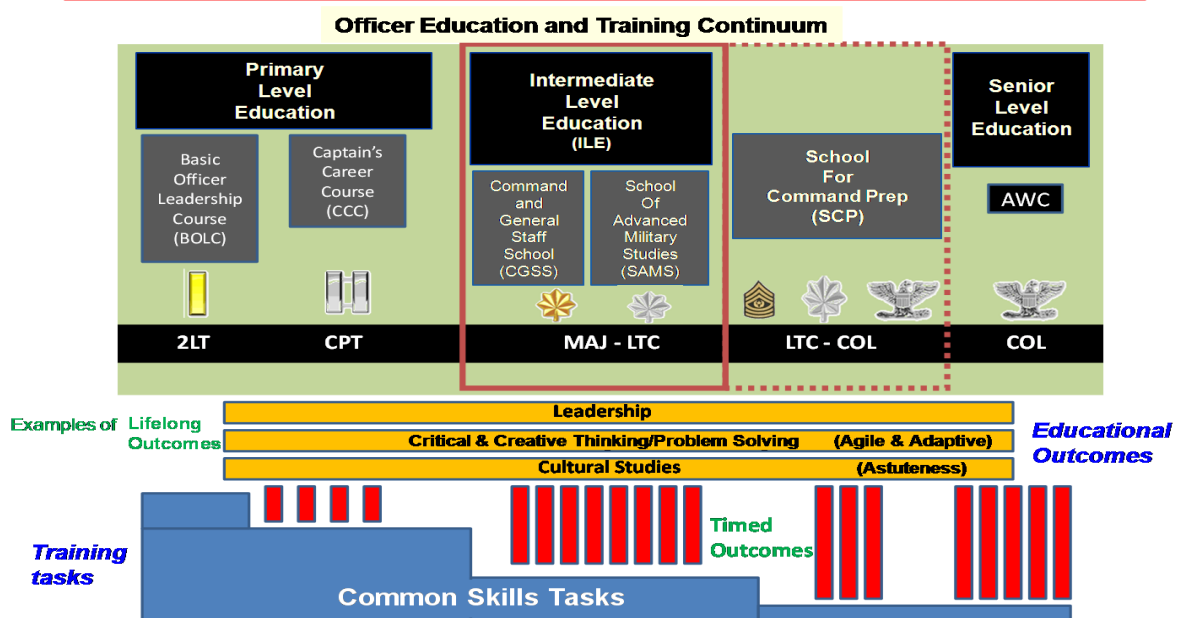
1. Army policy framework and authorities for professional military education

The policy framework and authorities that form the basis of the Army's system of professional military education is established through several statutory and regulatory documents. Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01C, *Officer Professional Military Education Policy*, implements our US Code Title 10 responsibilities, Army Regulation 350-1, *Army Training and Leader Development*, establishes professional military

education requirements across the Army, and Department of the Army Pamphlet 600-3, *Commissioned Officer Professional Development and Career Management*, describes progressive career requirements.

The growth and development of a successful military leader is achieved through a deliberate and balanced leader development approach of education, training, and experience. We train leaders and Soldiers to accomplish the tasks that we know are a part of defending our Nation, and we educate them to succeed in the complexity of the contemporary operating environment against hybrid threats. The professional military education framework is designed to afford Army officers the opportunities to gain knowledge required to succeed one to two levels beyond their rank in a progressive manner. Our Non-Commissioned Officer and Civilian Education Systems mirror this framework in order to prepare all Army leaders to effectively operate in a security environment characterized by growing complexity, ill-structured problems, and decentralized operations.

Officer Professional Development Model



The graphic above will help you understand how the Army approaches leader development. This chart outlines the lifespan of the typical Army career; displaying ranks achieved, schools attended, and institutional training/educational outcomes required. Modeling the professional military education process depicted above must account for three types of outcomes:

- 1) Lifelong professional military education outcomes are objectives across the entire military career, but increase in level of cognitive and affective complexity with time. An example is the inculcation of culture throughout each professional military education level. These are represented above in the orange boxes.
- 2) Timed professional military outcomes are introduced at the appropriate level of experience or as they become required for the next stage of development. Examples include the shift from the military decision-making process to campaign planning, These are represented above in the red boxes.
- 3) Training outcomes which are linked to specific ranks and are derived from the Critical Common Task Lists developed and managed by the US Army Training and Doctrine Command. These are also timed outcomes. They are represented above in the blue boxes.

The green areas of the diagram are of great importance in this depiction of the officer development continuum because they represent the officer's working experiences. While the educational opportunities associated with a career are easily mapped, the experience gained over time is more variable, depending on decisions made along the timeline. Along with educational opportunities, leadership, and key developmental positions from lieutenant through colonel are relatively known events.

The educational opportunities displayed as gray boxes are metered out in discrete blocks, but in reality they represent a continuum of education as part of an overall developmental process. Each block must build on the education and experience that preceded it. Each discrete course also must take into account the experience and education that will follow. This is critical because there is never enough time to teach everything in one particular event, such as the Captains Career Course or the Intermediate Level Education.

2. Purpose and mission of resident professional military education system

The mission of officer professional military education (PME) is to produce a corps of leaders who are fully competent in technical, tactical, and leadership skills, knowledge, and experience. It helps leaders make key transitions along their career progression; particularly transitions from direct to organizational and organizational to strategic levels of leadership. Officer leader development is a continuous process that begins with pre-commissioning /pre-appointment training and education. The Officer Education System prepares commissioned officers for increased responsibilities and successful performance to better lead formations, exercise judgment, and accomplish missions. They are knowledgeable of how the Army runs, prepared to operate in joint, interagency, intergovernmental, and multinational environments, and demonstrate confidence, integrity, critical judgment, and responsibility. These leaders can also operate in an environment of complexity, ambiguity, and rapid change, build effective teams amid organizational and technological change, and adapt to and solve problems creatively. This is a life-long journey that also includes self-development.

3. Is the system achieving its objectives?

The evidence that this system of professional military education is achieving its goals is seen in the performance of the United States Army today. Our Army is performing magnificently in these most demanding times and this is because of the superb leadership seen at every level of command or staff position. We have learned, innovated, adapted, anticipated, and changed to meet new challenges while holding tightly to our Army values and warrior ethos. All the lessons of history teach us what today's conditions reaffirm, that we cannot abandon the development of our leaders for the expedient demands of today's missions. This reinforces the notion that a balance of education, training, and experience is much preferable to focusing predominately on a single pillar.

Our assessment is the professional military education system is in fact achieving its objectives. However, we continuously adjust to meet current and anticipated future demands. We recognize that not everyone is getting the PME courses in a timely manner due to capacity challenges and current wartime demands. For example, we have identified a backlog issue for the Basic Officer Leadership Course. As mentioned earlier, the realignment of the Basic Officer Leadership Course will greatly reduce this backlog. Additionally not all of our officers are attending Intermediate Level Education at the Command and General Staff College in a timely manner. We recognize this affects full implementation of our PME and are taking proactive measures to address this particular shortfall. One measure of note is to align PME with the Army Force Generation (ARFORGEN) Model to more closely match PME throughput with deploying unit cycles.

Our draft Army Leader Development Strategy is specifically aligning educational outcomes and objectives to characteristics in our Joint and Army doctrine to further ensure we develop the leaders our force needs. FM 6-22, *Army Leadership*, articulates clear and relevant

attributes that we want in our leaders: character, presence and intellect; who leads, develops, and achieves. We complement these characteristics with those codified in FM 3-0, *Operations*, and the *Capstone Concept for Joint Operations* (CCJO). This ensures our leader development efforts remain nested and relevant across the Army and Joint force.

We need Congress' assistance to provide true Joint, Interagency, Intergovernmental, and Multi-National representation at the Command and General Staff College.

4. The process and indicators used to measure the professional military education system's performance:

Guidance contained in Training and Doctrine Command Regulations specify the means by which the Army evaluates its professional military education system performance.

Comprehensive in nature, these documents are also under revision to align with current operational requirements.

Among the processes and indicators used to measure performance of officer professional military education is the Army Quality Assurance program for training and education, established in 2002. Its purpose is to ensure the effectiveness and efficiency of institutional training and education. The Quality Assurance program achieves that purpose by means of three functions: **internal evaluation, external evaluation, and accreditation.**

- **Internal evaluation** consists of systems whereby each Army school monitors its own processes and makes indicated adjustments. These systems include: surveys of student reaction to instructional programs; assessments of student performance; faculty post-instructional conferences, and compliance-oriented inspections of operating procedure. Quality Assurance Offices at each institution and schoolhouse provide another measure of internal evaluation.

- **External evaluation** is the function by which a school measures the degree to which its graduates can perform successfully on the job. External evaluation is accomplished primarily by means of electronic surveys of graduates and their supervisors in units. External evaluation surveys are administered six months after graduation. Our Center for Army Leadership also commissions an annual comprehensive survey known as the Leadership Assessment Survey to identify trends in leader development across our Army. Feedback from across the Army is also a key indicator of performance.
- **Accreditation** is a formal assessment of an Army school against a comprehensive set of thirty written standards. The accreditation process begins with the school making a self-assessment by applying the standards and making indicated improvements. Following the self-assessment, a team of experts makes a pre-accreditation/assistance visit. Typically such a visit lasts a week. During that time evaluators gather data by means of interviews; focus groups with students, staff and faculty; review of documents and records, and direct observation of instruction. The data is compared to criteria specified in the standards and an assessment is made. A written report of accreditation to the chain of command provides an overall assessment as well as detailed, specific observations, findings and recommendations.

All three degree granting institutions within the Army domain – the United States Military Academy, Command and General Staff College, and the Army War College – must answer to their respective regional academic accreditation agencies as duly empowered by the Department of Education. This academic accreditation ensures that curricula, faculty and learning outcomes are consonant with standards recognized in the world of civilian education, and that students are well served from an academic perspective. In other words, academic

accreditation verifies that each institution has the resources and programs in place to award recognized degrees at their respective levels--undergraduate for United States Military Academy and master's level for the Command and General Staff College and the Army War College.

All three institutions have consistently satisfied the requirements to meet civilian accreditation. The United States Military Academy receives its accreditation from the Middle States Commission of Higher Education (MSCHE). West Point submitted a periodic review report in 2005 and will undergo review of reaffirmation of accreditation in September 2009. The 2009 USMA self study was completed in June 2009, signed by the USMA Superintendent and Secretary of the Army, and submitted to MSCHE. The Command and General Staff most recently underwent accreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools in 2006. The college received high marks and a maximum extension of academic accreditation for a period of ten years. The Army War College most recently underwent accreditation review for award of a Master of Strategic Studies (MSS) degree by the Middle States Commission on Higher Education (MSCHE) and received reaffirmation on 23 June 2009 for a period of five years.

The Command and General Staff College and Army War College must also receive accreditation from Joint and Training and Doctrine Command level accreditation sources. For example, the Training and Doctrine Command Quality Assurance Office accredits institutions based on a set of criteria across Doctrine, Organization, Training, Material, Leader Development and Education, Personnel, and Facilities (DOTML-PF) every three years. The Process for Accreditation of Joint Education (PAJE) accreditation team consists of members from Sister Service Intermediate Colleges, the Joint Staff (J7), the Office of the Secretary of Defense, and the National Defense University. They rate each standard and learning area as designated in

CJCSI 1800-01C, *Officer Professional Military Education Policy (OPMEP)*, 22 Dec 05.

Accreditations are valid for six years.

In February 2008, the Command and General Staff College was accredited to award Joint Professional Military Education Phase I for its resident and non-resident programs. The College received accreditation status for six years. In addition, the College was accredited by the Training and Doctrine Command in March 2008. The accreditation status is valid for three years. In September 2007, the War College was certified to award Joint Professional Military Education Phase II for its Resident Education Program. It will be reviewed in September 2009 for accreditation status for a period of four to six years. The Distance Education Program was reaffirmed to award Joint Professional Military Education Phase I in September 2004 and will be reviewed for reaffirmation in September 2009 for a reaffirmation status period of four to six years.

This tri-level accreditation approach provides both an internal Army and external joint and civilian education look at the quality of professional military education, and ensures an unbiased perspective of these qualifications. In summary, all PME programs are completely accredited by their accreditation bodies.

5. Role resident professional military education plays in overall officer and DA civilian development

Resident professional military education is crucial to an officer's development. Several factors positively affect the role of resident professional military education. These include personal and professional interaction among peers, relationship building and networking, the learning environment, the ability to focus and reflect, and the emphasis on our Army value systems.

The ability to interact with fellow branch officers, other Army branches, sister services, interagency, and multi-national partners and allies significantly enhances the educational experiences for these officers. Officers recognize the value of the interactions just described, and the ability to establish critical friendships and professional relationships that will enhance future operations in a JIIM environment. Our current actions in Pakistan speak to this rapport, as we have a direct connection with the Pakistani Chief of the Army Staff because of his attendance at the Command and General Staff College.

This interaction and rapport development is progressive over time. Officers attending the Basic Officer Leadership Courses interact with fellow branch officers and a limited number of sister service and international officers. The Captains Career Course, though primarily branch specific, comprise international officers, limited sister services (primarily Marines) and officers from other Army branches. Multi-branch Intermediate Education Level students are exposed for the first time to other sister service officers in the classroom, in addition to interagency and multi-national students. This diversity of student demographics is expanded upon at the Army War College.

Our graduate level courses at the Command and General Staff College and Army War College use the Adult Learning Model to facilitate instruction. This highly effective model is only applicable in an in-resident course; distance learning does not provide for the interaction so beneficial to in-resident professional military education. Resident PME also provides valuable time for officers to focus and reflect on their profession, without the daily distractions of garrison requirements or operational deployments. This same reflective period allows for reemphasizing the foundational Army values that underpin our profession.

Joint education and training for our military leaders is paying enormous dividends. We now need similar support from the Congress for interagency education and training. This is critical if we are to understand each other's capabilities and constraints prior to showing up on the battlefield or at a national disaster together. Our experience with interagency partners' is they have a limited ability to fill even small numbers of student seats due to insufficient staffing. Our Army has instituted a limited interagency exchange where we send Army officers to backfill select interagency personnel to mitigate the loss of productivity. Though effective and certainly beneficial to us as well, this is still an area for improvement. National leaders should allocate sufficient resources (both personnel and funding) to civilian departments and agencies to enable them to study and learn with the military in order to generate educated and fully trained teams to address crises using the comprehensive whole of government approach.

The demands of wartime requirements and resource constraints have precluded resident attendance in some cases. Our use of Distance Learning technologies allows us to reach the total force, but this is an enabling capability and not the preferred solution. In fact, our surveys of graduating students across all methods of instruction (resident, distance learning, and blended learning) clearly indicate a desire for resident instruction. The Leadership Assessment Survey also clearly depicts resident instruction as the best and most productive means of learning.

6. Selection process for students, military and DA civilian faculty

Selection of officers for leader training and education courses is linked to promotions, future assignments, and career management models. The educational selection process varies at each level of an officer's development. The officer professional military education requirements that must be completed in residence are determined by statute, regulation, and an assessment of

educational outcomes. AR 350-1 establishes the policy for which courses, by component, must be attended as a residence course.

The Basic Officer Leadership Course is an entirely resident course for both Active and Reserve component officers. The active component Captains Career Course is entirely a resident course. The Reserve Component Captains Career Course provides the same educational outcomes as the active component Captains Career Course, but follows a 13-month model which includes a distance learning common core phase, two 15-day resident periods, and 11 months for completing branch specific distance learning phases.

While the Army policy is Universal Intermediate Level Education, in reality this is a two-pronged approach. All Army Competitive Category officers attend Intermediate Level Education in residence, either as part of the Fort Leavenworth 10 month course, or over 4 months at a satellite campus. Decisions for attendance are handled at Human Resource Command and are currently a function of availability for school attendance and specific branch requirements. There is a cost to this approach. Indicators suggest that many of our upper 50% of mid-grade officers continue to fill repeated operational requirements vice attending professional military education within the desired developmental window. This is a risk we take seriously and intend to correct. We are considering the return of a centralized selection board process to provide resident Intermediate Level Education at Fort Leavenworth for our most successful officers with the highest potential and satellite instruction for the equally important remainder of our officer population. Most important, all will have an associated required attendance date.

One area that we are working hard, and frankly need your help, is to build capacity for a truly Joint, Interagency, Intergovernmental, and Multi-National enabled staff groups at the

Command and General Staff College. Our capstone doctrinal manual FM 3.0 *Operations* recognizes that “military power cannot, by itself restore or guarantee stable peace. It however, will establish global, regional, and local conditions that allow the other instruments of national power.....to exert their full influence.” Joint Professional Military Education Phase I accreditation includes maintaining a proper ratio of air and sea service personnel in the classroom. We’d like to expand this further so that there is a comparable interagency presence in each small group class of 16 students. Right now we are fortunate to spread a limited number of interagency across each in residence Intermediate Level Education class at Fort Leavenworth. Optimally, one in each small group would truly replicate the more likely conditions students will encounter in their next assignment. The interagency perspective and enhanced dialogue further makes this an appealing opportunity. This supports our efforts to achieve better interoperability across our force to meet the requirements for a JIIM environment.

Finally, Army War College resident attendance is a competitive board selection process. The Army War College conducts both a resident education program and a distance education program. Successful completion of either program results in the awarding of a Army War College Diploma and a Master of Strategic Studies Degree. Resident education program graduates also receive Joint Professional Military Education Phase II credit. Distance education program graduates receive Joint Professional Military Education Phase I credit.

The success of institutional education and training depends on having experienced faculty who are leadership mentors, role models, and teachers. Our military and civilian faculties across the Army are all superb professionals and experts in their field. They represent the best qualities in our educational system and serve as true role models for our developing leaders. For example, the Command and General Staff College and the Army War College, with their emphasis on the

adult-learning model, demand a high-quality faculty with advanced educational skills, subject-matter expertise, relevant experience, and sufficient continuity to allow for professional development. These faculty characteristics are essential to achieve the graduate level educational outcomes of these schools.

We are working very diligently to achieve a 30:70 ratio of military to civilian faculty at the Command and General Staff College. The true benefits of a mixed faculty entail differing perspectives to broaden the learning aperture of our students. While many of our civilian faculty is indeed retired military, we also hire purely academic faculty as well to ensure our academic credentials demonstrate our commitment to excellence. Two challenges affect the quality within this target ratio. First, the current demands of the war preclude the sustained assignment of our best and brightest officers, creating a mixed quality of instructors. Second is the challenge of recruiting and retaining the top tier faculty because of our commitment to teaching. Publishing and research are more difficult with the teaching loads required at military schools, and restrictive copyright laws make us less attractive to many scholars.

Military faculty assignment decisions vary by level of professional military education schooling. The United States Military Academy faculty represents a blend of excellence, drawn from three distinct categories of individuals: long-term senior military faculty, rotating military faculty, and Title 10 civilian faculty. Senior military faculty is selected from national searches among regular army officers for skills and capacities in the areas of intellectual prowess, leadership, and mentoring. USMA selects rotating military faculty from among a list of highly competitive captains and majors, often promoted below the zone. These officers are sent to graduate school for two years to receive a master's degree, then serve as USMA faculty for a three-year rotation before returning to the field.

Individual branch commandants make nominative assignments for faculty at the Basic Officer Leadership Course and Captains Career Course. These officers are primarily successful company commanders. The Command and General Staff College and the Army War College require a much broader mix of officers on faculty to meet educational outcomes. The Command and General Staff College military faculty positions, though not all nominative, are filled by officers with strong educational and operational backgrounds; some are very competitive for command or other career enhancing positions. In fact, command and promotion rates for military faculty continue in a favorable trend. The Army War College military faculty positions (usually colonel-level or equivalent) are nominative. As a minimum, Army officers must possess the specialized experience and knowledge required by Department Chairs, be Senior Service Level College graduates, have a proven record of high potential for outstanding performance of duty, have earned a Master's Degree, and be approved by the Commandant for reassignment to the Army War College.

Civilian faculty is hired through the Civilian Personnel Office process, similar to Title 5, but specifically designed for college faculty. We prepare a job description for each faculty position (Title 10) listing the preferred qualifications we are seeking. The positions are advertised on Civilian Personnel on Line and academic and professional journals such as the Chronicle of Higher Education to attract qualified applicants. Because such positions are term-limited appointments, the provisions allow us to adapt faculty composition to meet the evolving demands of the contemporary operating environment on our curriculum.

7. Selection process for military assigned to senior positions – Commandants, commanders, Presidents, Deans

This selection process is coordinated through Human Resources Command with the Department of Army staff and senior Army leadership. There is no specific selection board; it is part of decision-making at the senior officer level. Appointments are nominative in nature, require the gaining command concurrence, and ultimately are approved by the Army Chief of Staff.

8. Role resident professional military education, for students and faculty, plays in future assignments

Officer professional development is a responsibility shared by all. Life cycle development models portray the full range of training, education, and experiences for the development of our future leaders. The Officer Personnel Management System is an evolutionary system that balances the needs of the Army with the aspirations and developmental requirements of the entire officer corps; warrant, company, and field grade. Inherently flexible, the system is designed to respond to a variety of doctrinal, proponent, commander, and individual initiatives to meet emerging needs.

Since professional military education is progressive in nature, it builds upon previous education, training, and operational experiences, and prepares our officers for the next higher level of responsibility. As mentioned earlier, the Army invests substantially in the professional military education of its officers. The direct correlation of education to future assignments is acquiring the education and training in a professional military education environment to operate effectively in the force and garner further broadening experiences. This applies solely to the students; a high quality military faculty, growing and learning while teaching, also sets conditions for their utilization in a variety of future assignments.

Clearly the level of professional military education completed affects future assignments of officers. For instance, Intermediate Level Education graduates can expect to serve on a Division or Corps staff before beginning a key developmental assignment in their respective branch. The likelihood of a follow-on JIIM assignment increases after Intermediate Level Education, as we expect this level of leader to apply their education, training, and experiences within a JIIM environment.

Resident professional military education enhances an officer's ability to operate in a JIIM environment through the personal and professional rapport established with fellow Army and sister service officers, interagency and intergovernmental personnel, and our allies and coalition partners in the academic setting. The same holds true for military faculty, as the faculty also gains experience by interacting with these Joint, Interagency, Intergovernmental, and Multi-National partners.

This leads to another area in which we are adapting to the strategic environment and remaining relevant in our PME is within the information domain. The media has a tremendous role in world affairs that directly affect Army operations. We recognize both the potential impacts on our leaders and the tremendous opportunities it provides to us. We have taken proactive measures to educate our officers accordingly, particularly with resident professional military education. One example is at the Command and General Staff College, where all officers must complete four engagement requirements related to media operations. These include writing an article or opinion editorial for publication, engagement with a media source (TV, radio, or newspaper), public speaking with local audiences to get the message out about our great Army, and touching the Blogosphere. The response from our officers has been very

positive; they understand the significance of this domain and its relevance to their future assignments.

9. Process to manage significant change in professional military education system

There are multiple Army level venues for instituting educational changes with wide-ranging impacts promulgated through a systemic process. As mentioned earlier, the Training and Doctrine Command is responsible for Army leader development. Thus, recommended changes to professional military education begin with this command. Our draft Army Leader Development Strategy provides further rigor to this process by providing the strategic vision that will inform implementation plans and derive professional military education initiatives for Army level consideration. Intermediate staffs review these initiatives, analyze impacts to related personnel and force generation systems within our Army and coordinate with affected agencies. General Dempsey chairs the quarterly Prepare the Army meetings, analyzes recommendations and forwards specific issues and changes for decision by the Army Chief of Staff.

Our sister services, to their credit, continue to send highly qualified officers to the Command and General Staff College as faculty, for they also see a clear benefit to the joint force in doing so. The recent selection of the Air Force Element and Navy Element Commanders for command is indicative of this level of quality. However, there are indications the services cannot sustain this effort and still meet service and joint requirements. Further, this creates a second order effect by decreasing the number of viable career officers with potential for further promotion, thus degrading the quality of faculty.

Though we've addressed your specific questions above, we'd like to take this opportunity to discuss a related topic that may provide additional background for your committee's work.

Comprehensive Soldier Fitness (CSF) is an Army-wide initiative to increase the resiliency and well-being of our leaders and Soldiers. Establishment of the CSF program recognizes the tremendous stress that our Soldiers, Family members, and DA civilians face during this time of war. It seeks to educate Soldiers to overcome hardships and adverse events, bounce back, and grow stronger in the process. The objective for CSF is a fit, resilient, and ready Army comprised of individuals with “Strong Minds and Strong Bodies.”

Our professional military education system provides a forum to educate, develop, and influence leaders to support Comprehensive Soldier Fitness and inculcate it into every aspect of our Army. This effort will increase the resilience of Soldiers, Families, and Army Civilians through five dimensions of strength: Physical, Emotional, Social, Spiritual, and Family. This will assure an Army of balanced, healthy, self-confident Soldiers, Families, and Army Civilians. Resilience and total fitness enables them to thrive in an era of high operational tempo and persistent conflict. We as an Army truly grasp the significance of this endeavor, made even more critical in this era of persistent conflict. We are confident you share our concerns about the health and well-being of the tremendous men and women comprising our All-Volunteer Army.

To recap the earlier testimony, the Army is clearly focused on improving its professional military education. Initiatives such as the Army Leader Development Strategy, Human Capital Enterprise, emphasis on interagency collaboration, and continuous adaptation and changes to each level of professional military education all demonstrate that commitment. We are confident of our approach and measures taken to date

Finally, we extend an open invitation to each of you or your staff members to visit the Combined Arms Center at Fort Leavenworth or any of our professional military schools and

centers of excellence across the Training and Doctrine Command. We believe this will lend more context and understanding of the direction our Army is headed with professional military education.