



Strategic Business Plan for the Army University

March 16, 2015

This strategic business plan describes details necessary to create a unified university system within the Army's Training and Doctrine Command. The Army University is the logical next step in the continuous improvement of our educational programs as the Army prepares to win in a complex world. It is a step long overdue after 13 years of war.

The Army Operating Concept provides a strategic context for future conflict. It describes a world that will demand the very best critical and creative thinkers. We will need leaders who can innovate faster than their adversary can, who don't just survive ambiguous environments, but improve and thrive in uncertainty and chaos. The Army Learning Concept describes the educational approach necessary to prepare leaders for that future. The Army University is the embodiment of that vision.

The Army is a profession, not because we say we are, but because our society entrusts us with the ethical application of landpower. Maintaining our profession requires that we certify both our uniformed and civilian practitioners in the body of knowledge that is central to our profession. It also requires that we advance that body of knowledge through scholarship.

The university system in the United States is the envy of the world. For years, this model has produced professionals who spur global innovation. The Army University blends this proven model with the best practices already in our current military education programs to develop the leaders our profession requires. This effort demands continuous improvement, driven not by present shortcomings, but by a humble appreciation for the tremendous challenges that lie ahead.

Educating Soldiers and Civilians for tomorrow begins immediately. The leaders of our future Army attend our schools now. A commitment to education today is the most reliable investment we can make to prepare for an uncertain tomorrow.

The Army University defines a clear path forward. We will measure success by the degree to which we increase the rate of innovation in Army learning, adapt to novel challenges in the operating environment, and prepare our Soldiers to win in a complex world.



*David Perkins
General, U.S. Army
Commanding*

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Section I: Framing the Strategy

1. Purpose

The Army University Strategic Business Plan identifies the ends, ways and means to establish a university within the United States Army. The Army University concept supports the Secretary of the Army (SecArmy) and Chief of Staff of the Army's (CSA) vision to reinvest and transform our institutional educational programs.¹ This transformation grows leaders' intellectual capacity to understand the complex contemporary security environment. The Army University creates the learning environment required to produce agile, adaptive and innovative leaders across the Total Force in support of the Army Operating Concept. The result is improved performance, increased readiness, and better led Army, joint, interagency, and multinational task forces.

2. Problem Addressed

The current Army education system does not address the complex 21st Century security environment. The Army Operating Concept portends an increasingly volatile and uncertain world. Winning in this world requires "innovative, adaptive leaders and cohesive teams who thrive in those complex and uncertain environments."² Preparing leaders for tomorrow, demands change today.

3. Strategic Vision

Army University is a premier learning institution preparing the best leaders in the world to win in the future security environment:

- Recognized for its academic rigor and relevance
- Respected as a prestigious educational institution
- Acknowledged for its management practices and institutional agility

¹ Army Posture Statement, 2014.

² Training and Doctrine Command, TRADOC Pam 525-3-1 *The U.S. Army Operating Concept*, US Government Printing Office, Fort Eustis, VA, 31 October 2014, 12.

Section II: Ends

The Army University supports six strategic ends:

- Agile, adaptive and innovative Soldiers, Civilians and leaders
- Intellectual overmatch of our potential adversaries
- Operational agility
- Enhanced Army Professional Military Education
- Broadened Joint Professional Military Education (JPME) I and II
- Committed professionals...Soldiers for Life

1. Agile, Adaptive and Innovative Soldiers, Civilians and Leaders

Army University will transform education as a means to develop agile, adaptive and innovative Soldiers, Civilians and leaders across the Total Force. “It is increasingly difficult to anticipate the multiple emerging threats to US security interests and adjust the Army’s organization, materiel resources, and facilities to cope with them...Therefore, the Army must invest in its people as the most agile and adaptive Army resource.”³ Through agile, adaptive and innovative people, the Army will fulfill its role in “providing options to joint force commanders across the range of operations to include large scale combat operations, limited contingencies, security force assistance, humanitarian assistance, and disaster response.”⁴

2. Intellectual overmatch of our potential adversaries

Army University will develop a cognitive advantage through increased breadth and rigor of learning in the art and science of war, critical and creative thinking, sound judgment and reasoned decision-making skills. “By investing in human capital, The Army will be capable of fielding a future force that maintains and exploits a decisive cognitive edge...over potential adversaries.”⁵ “Army forces gain intellectual advantages over adversaries through cross-cultural competencies and advanced cognitive abilities. Leaders think ahead in time to anticipate opportunities and dangers and take prudent risk to gain and maintain positions of relative advantage over the enemy.”⁶

3. Operational Agility

Army University will increase the Army’s capability to exercise operational agility by providing timely and innovative learning solutions tailored to

³ The Human Dimension White Paper, 2014, pp. 6-7.

⁴ TRADOC PAM 325-3-1, Army Operating Concept, 2014, p. iv.

⁵ The Human Dimension White Paper, 2014, p. 7.

⁶ TRADOC PAM 325-3-1, Army Operating Concept, 2014, p. 20.

operational requirements. Institutional agility reflects the ability to anticipate changing conditions, lead through innovation, develop a culture that values career-long learning, and delivers crucial capabilities in advance of need.⁷ "The institutional Army adapts quickly to changes in the character of warfare with revised institutional training and education for leaders across the Army."⁸

4. Enhanced Army Professional Military Education

Army University will leverage an existing educational structure rich with prestigious, brand-named institutions such as US Army War College, US Military Academy, Command and General Staff College, and the US Army Centers of Excellence. These historic institutions form the body of knowledge that will be harnessed by the Army University; building the University requires no construction, no loss of name-branding, and no movement of these organizations. Army University will be a networked university covering fifty states and five nations. As such, there will be unique command, control, and coordination relationships with some of our more prestigious and accredited institutions; namely, US Army War College and the US Military Academy. Refer to Appendix 1 for specific information on these institutions and their relationships within Army University.

5. Broadened Joint Professional Military Education (JPME) I and II

Army University promotes greater inter-service collaboration and understanding through inclusion of Title 10 mandated educational programs. Army University will continue its close coordination with the Joint Staff J7 through the Military Education Coordination Council in order to maintain these statutory requirements. In addition, Army University has the potential to improve the objectives of the joint education program. Current practice exposes officers to the joint world first at the intermediate level of education. Experience in the last decade of conflict suggests that some level of joint education may be valuable at the primary level of officer education and for the enlisted, warrant, and civilian cohorts. Army University is uniquely structured to provide joint education to this broader segment of the Total Force and earlier in their careers.

⁷ The Human Dimension White Paper, 2014, p. 15.

⁸ TRADOC PAM 325-3-1, Army Operating Concept, 2014, p. 20.

6. Committed Professionals...Soldiers for Life

The Army University will provide professional degree and credentialing opportunities meeting the leader development needs of the Total Force and transition needs of Soldiers for Life. Army transition policy and the Soldier for Life program encompasses transitions of the Total Force throughout the life-cycle as they transition back into civilian society.⁹

⁹ HQDA EXORD 054-12 ISO Army Transition.

Section III: Ways

Initially, TRADOC will focus on three lines of effort to support the strategic vision and achieve the strategic ends. Eight initiatives and their supporting actions support the lines of effort.

| Initiatives | LOE 1: Increased Academic Rigor & Relevance | LOE 2: Greater Respect & Prestige | LOE: Improved Management Practices and Institutional Agility |
|---|---|-----------------------------------|--|
| Develop World Class Faculty <i>(e.g., Military, Civilian)</i> | √ | √ | √ |
| Produce Relevant Curriculum | √ | √ | √ |
| Grow Qualified Students | √ | √ | √ |
| Adopt Nationally Recognized Standards <i>(e.g., Accreditation, Certifications)</i> | √ | √ | √ |
| Improve Professional Research/Publications | √ | √ | √ |
| Create an Innovative Learning Environment | √ | √ | √ |
| Expand Public/Private Partnerships <i>(e.g., Academia, Industry)</i> | | √ | √ |
| Implement New Business and Governance Practices | | | √ |

1. Increased Academic Rigor and Relevance

The Army University will increase academic rigor and relevance. Academic rigor involves mastery of challenging tasks that develop cognitive skills through reflective thought, analysis, problem-solving, evaluation and creativity.¹⁰ Raising passing test scores or increasing attrition rates does not achieve rigor. Relevance is the application of knowledge, concepts, and skills to solve interdisciplinary, real-world problems.¹¹

| LOE 1: Increased Academic Rigor and Relevance | |
|--|--|
| Initiatives | Actions |
| Develop World Class Faculty <i>(e.g., Military, Civilian)</i> | Develop an 'end-to-end' faculty development program to support full spectrum learning Develop a Cadre and Faculty Development Course supporting Cadet Command tailored to unique requirements of the ROTC mission |
| Produce Relevant Curriculum | Restructure Common Core to General Education Requirements Expand outcomes assessments to include evaluative, formative, and normative assessments Assess learning in the cognitive, affective, and psychomotor domains |

¹⁰ International Center for Leadership in Education, Rigor-Relevance Framework Overview.

¹¹ International Center for Leadership in Education, Rigor-Relevance Framework Overview.

| | |
|---|--|
| | Adopt the Rigor-Relevance Framework within curriculum design Establish active and reserve instructor exchanges |
| Grow Qualified Students | Develop talent management assessments supporting educational development Provide self-developmental opportunities for improving weaknesses Establish learning resource centers at TRADOC schools supporting students' tailored learning requirements |
| Adopt Nationally Recognized Standards <i>(e.g., Accreditation, Certifications)</i> | Accredited Bachelor's at USASMA (NCO Cohort, all components) Establish a new "Military" degree program (e.g., AA, BS, MS in Leadership) |
| Improve Professional Research/Publications | Develop a process to facilitate student research collaboration Coordinate with Army research institutes and academia and industry to identify methods to develop Agile, Adaptive and Innovative leaders |
| Create an Innovative Learning Environment | Apply the Army Learning Model |

2. Greater Respect and Prestige

The Army University will earn greater respect and prestige. Respect and prestige will attract talented faculty, enable partnerships, and increase access to resources. They also increase Soldier and Civilian competitiveness for post-graduate education at prestigious universities and transitioning Soldiers' competitiveness in the job market.¹²

| LOE 2: Greater Respect and Prestige | |
|---|---|
| Initiative | Actions |
| Develop World Class Faculty <i>(e.g., Military, Civilian)</i> | Develop policy and a process to facilitate faculty collaboration and exchanges |
| Produce Relevant Curriculum | Seek, assimilate, and promulgate operational feedback |
| Grow Qualified Students | Develop a process to facilitate student collaboration and exchanges |
| Adopt Nationally Recognized Standards <i>(e.g., Accreditation, Certifications)</i> | Expand Higher Learning Commission (HLC) accreditation standards to all educational institutions Pursue regional accreditation for the Army University Expand national credentialing and licensing standards to all eligible specialties Establish School of Undergraduate Studies (Virtual - Community College-like) |
| Improve Professional Research/Publications | Establish the Army Press as a venue to expand all forms of publication within and beyond the Army |

¹² The higher the reputation, the more likely the institution is to attract funding and partners of choice; the greater a university's external prestige, the greater its students' commitment; and, the reputation of the graduate's university is more beneficial than experience. Simpson, *Reputation to consider? Check the university league tables, 6 October, 2012.* <http://www.timeshighereducation.co.uk/world-university-rankings/2012/reputation-ranking/analysis/universities-reputations>

| | |
|---|--|
| | Establish a peer review process for premier publications |
| Expand Public/Private Partnerships <i>(e.g., Academia, Industry)</i> | Leverage Reserve Component public/private partnerships with academia and business Establish ArmyU annual Education Symposium: 1st focus area “Agile, Adaptive, and Innovative Leaders and Institutions” Foster life-long relationships with alumni |

3. Improved Management Practices and Institutional Agility

Army University will transform the education system and supporting business processes. Improved business practices will garner efficiencies providing the means for reinvesting in the education and leader development of the Total Force. Transformed processes will increase institutional agility and enable greater unity of effort to meet the dynamic needs of the Operational Force.

The Army University structure integrates existing best practices from the Air, Marine Corps, and National Defense Universities, as well as state university models. A Board of Directors leads the Army University through SecArmy, CSA, and Chancellor providing broad educational objectives and standards. (Appendix 4)

| LOE 3: Improved Management Practices and Institutional Agility | |
|---|---|
| Initiatives | Actions |
| Develop World Class Faculty <i>(e.g., Military, Civilian)</i> | Leverage talent management to recruit, value, develop, and sustain excellent and diverse military and civilian faculty <ul style="list-style-type: none"> - Develop a talent management assessment strategy to support faculty development - Pursue policies to support a combination of stable, expert civilian faculty and operationally experienced, quality military leaders - Align civilian staff and faculty development guidance - Implement centralized board selection for military faculty¹³ - Stabilize military faculty assignments to 36 months Establish a Center for Teaching and Learning Excellence (CTLE) |
| Produce Relevant Curriculum | Leverage Army Training Information System to develop and disseminate curriculum Adopt the Rigor-Relevance Framework within curriculum design |
| Grow Qualified Students | Leverage talent management to identify and prepare students for learning opportunities Develop an application and acceptance process similar to civilian graduate programs for selective levels of PME |
| Adopt Nationally Recognized Standards <i>(e.g., Accreditation, Certifications)</i> | Identify desired credentialing areas & codify credentialing agreements |

¹³Department of the Army, *2013 Chief of Staff of the Army Leader Development Task Force Final Report*, by David H. Huntoon, Jr. and Frederick M. Franks, Jr. (Washington, DC, 2013), 33.

| | |
|---|---|
| | <p>Assess current alignment of 70+ TRADOC schools and TASS schools w/ Accreditation Standards & ACE credits</p> <p>Adopt Centralized Transcripts</p> |
| Improve Professional Research/Publications | <p>Establish process to align Advanced Civil Schooling programs to Army research requirements</p> |
| Create an Innovative Learning Environment | <p>Establish and maintain processes to identify innovation in the learning sciences and promulgation of best practices</p> <p>Expand Live-Virtual-Constructive-Gaming technologies</p> <p>Fully implement the One Army School System within the Total Army School System</p> <p>Improve discoverability and access to learning products and the body of knowledge</p> |
| Expand Public/Private Partnerships <i>(e.g., Academia, Industry)</i> | <p>Codify MOA/MOU for degree partnerships</p> <p>Codify MOA/MOU for credentialing, licensure</p> |
| Implement New Business and Governance Practices | <p>Establish the Vice Provost for Education Systems to perform staff management</p> <p>Develop a technology enabled system of systems management process</p> <ul style="list-style-type: none"> - Evolve Training and Education support systems into Learning Support Systems - Develop an Education Common Operating Picture (E-COP) nested within the Strategic Management System - Assess/ modify Army sub-systems to better support education <p>Leverage Shared Services (e.g., Admin, Registrar, IT, . . .)</p> <p>Improve Synchronization/Integration across education enterprise</p> <p>Establish Vice Provost for Academic Affairs Office</p> <p>Expand governance to empower the Army enterprise major stakeholders</p> <ul style="list-style-type: none"> - Integrate ArmyU within Army / Joint governance forums - Establish Board of Directors (BOD) Charter - Expand opportunities for Operational Force participation - Revise Army Learning Coordination Council charter to support ArmyU governance |

Section IV: Means

The Army University will apply policy, people, and funding to achieve the strategic Ends. Appendix 5, Implementation, provides a phased plan for the way ahead.

Policy. Integrate Army University roles and functions throughout appropriate Army policy. Re-purpose TRADOC regulation 350-10, Institutional Leader Training and Education, to the Army University Academic regulation.

People. The concept and design is not complete. Initial analysis indicates the Army University requires establishment of 3 key organizations: Vice Provost for Educational Systems (VPES), Vice Provost for Academic Affairs (VPAA) and the Center for Teaching and Learning Excellence (CTLE). The resourcing strategy for personnel to establish full operational capability has not been determined.

Funding. During the startup transition period (FY 15-16), TRADOC will re-purpose internal assets already supporting educational programs as a bridging strategy. TRADOC submitted POM 17-21 requirements for Force 2025 Human Dimension Institutional and Leader Development efforts that would convert to Army University purview. Funding for FY18 and beyond will be accomplished through the normal resourcing processes.

Way Ahead. TRADOC will develop a Cost Benefit Analysis (CBA) and Concept Plan (CP) during FY15 to move TRADOC assets and request additional resources supporting Full Operational Capability. TRADOC will submit POM 18-22 resource requirements based upon the approved CBA and CP. Beginning in FY18, Army University will transition to full operational capability.

Conclusion

This strategic business plan identifies the ends, ways and means to establish a university within the United States Army. The Army University concept supports senior leaders' vision to transform our institutional educational programs and produce agile, adaptive and innovative leaders across the Total Force. In making the initial investment, TRADOC is committed to making this happen. The strategy takes a deliberate approach, with appropriate decision points, providing senior leaders the opportunity to shape the outcome. The benefits of doing this are improved performance, increased readiness, and more committed professionals...Soldiers for Life. Now is the time to seize this opportunity and prepare our profession for the uncertainty of tomorrow.

Appendix 1: Army University Relationship to United States Military Academy and US Army War College

1. United States Military Academy

The United States Military Academy is governed by specific legislation under Title 10 United States Code (USC) and accredited by the Middle States Commission on Higher Education. This legislation directs the operation of the Military Academy and its degree granting authority within Chapter 403. Chapter 403, Section 4334(a) directs that "The supervision and charge of the Academy is in the Department of the Army, under officers of the Army detailed to that duty by the Secretary of the Army." United States Military Academy operations are separate and distinct from all other Army educational institutions that operate under Title 10 USC, Chapter 401. This distinction makes it apparent that the United States Military Academy, short any statutory changes, must remain a separate entity outside the Army University's formal structure. As such, the United States Military Academy will establish a close affiliation with the Army University through direct liaison and Army educational working groups, boards and forums. The United States Navy and Air Force Universities have adopted similar relationships and best practices with their respective academies.

The Army University will establish a full-time liaison position at the Military Academy. Direct liaison will ensure the Army University and the US Military Academy develop and maintain an integrated picture of the professional military educational needs of the Operating Force. The Army University maintains close coordination and collaboration with the United States Military Academy through existing relationships with the Army Cyber Institute, Center for the Army Profession and Ethic, the Military Education Coordination Council, and the Army Learning Coordination Council. Additionally, Army University will benefit from an association with one of the premier undergraduate institutions in the United States.

2. US Army War College

The U.S. Army War College is a separately accredited and governed graduate college within the Army University. As such, the Army War College will retain a unique status with the Chief of Staff of the Army as a direct reporting unit. The Commandant of the Army War College will be dual-hatted as the Army University's Vice Chancellor for Strategic Education; responsible to educate strategic leaders, support strategic initiatives and conduct research for the Army senior leadership. The Army War College will receive direct guidance on its missions and strategic educational requirements from the Chief of Staff of the Army, maintain independent budget authority (including over any gifts received from its 501(c)(3) foundation), and operate under the oversight of a separate Board

of Directors. The Army War College will also continue to participate in all working groups and boards associated with the Army and Joint Educational requirements.

The second driver for this unique status within the Army University is the statutory requirement for the Army War College to grant a master's degree. In order to award the master's degree required by U.S. Code, the AWC must meet the standards of their regional accrediting body, the Middle States Commission on Higher Education, which is a different regional accrediting body than that of the Army University. The Middle States Commission requires the Army War College to locally control the academic governance of their institution through their Commandant and Provost in order to retain their regional accreditation. Likewise, the Army War College is accredited by the Joint Staff for its award of JPME II and thereby responds to the Military Education Coordination Council and J-7. Therefore, the Army War College must retain its unique status within the Army University and its direct report status with the Office of the Chief of Staff of the Army.

Appendix 2: Background

The first initiative to reorganize PME into a university model was in 2000 as the Land Warfare University (LWU). In 2001, the Global War on Terrorism (GWOT) shifted the focus of our Army to operations and training in preparation for war and the LWU initiative was suspended. In 2011, U.S. Army Training and Doctrine Command (TRADOC) published *The U.S. Learning Concept for 2015*¹⁴ (now being implemented as the Army Learning Model) to reestablish the balance of learning across education, training, and experience. Two themes form the foundation for ALM 2015: first, increase the rigor, relevance, and effectiveness of face-to-face learning experiences maximizing the effectiveness of limited resident learning time; second, expand the reach of the institution through enabling technologies in a career-long continuum of learning that allows Soldiers to access relevant content at the point of need and creates a shared responsibility for learning between individual, supervisor, and institution.

In 2012, TRADOC conducted *the Institutional Education and Training Reforms Study (Braverman)* that recommended the establishment of the Army University¹⁵.

The *Army Posture Statement* published on March 25, 2014, highlighted the need to educate and “develop our Soldiers and Civilians to grow in intellectual capacity” for the complex global security environment. Additionally, it identified the requirement to “reinvest and transform our institutional educational programs” across all cohorts.

Army Strategic Planning Guidance published in 2014 noted the need to protect the “intellectual seed corn” required to build an agile, adaptive and innovative force¹⁶. It further identified the requirement to invest in education in order to “better enable the force to rapidly adapt to future uncertainty in ways that training and doctrine alone cannot address”.

The *Army Leader Development Strategy* (ALDS) published in 2013, noted the Army was still “out of balance given the emphasis we have placed on warfighting.”¹⁷ ALDS states: “The Army must develop leaders from all components who are comfortable making decisions with imperfect information in any situation, including highly complex and dangerous environments.” Two of seven ALDS imperatives stress the importance of education and talent management: balance the Army’s commitment to the training, education, and experience components of leader development; and, manage military and civilian talent to benefit both the institution and the individual.

¹⁴ TRADOC Pam 525-8-2, *The U.S. Learning Concept for 2015*; 20 January 2011

¹⁵ TRADOC Study, *Institutional Education and Training Reforms Study (Braverman)*, 8 August 2012

¹⁶ *Army Strategic Planning Guidance, 2014.*

¹⁷ *Army Leader Development Strategy*, 5 June 2013,

The Chief of Staff of the Army (CSA) 2012 *Marching Orders*¹⁸ and subsequent *Waypoint #1*, 2013¹⁹ and *Waypoint #2*, 2014²⁰ lay out his vision and strategic priorities. One of five future characteristics identified within the *Marching Orders* is dependent upon education: “Adaptive and Innovative: Army leaders accept there are no predetermined solutions to problems ... This requires an adaptable and innovative mind...” CSA *Waypoint #1* identifies investment in strategic leaders as an essential part of the road ahead: “Our complex, uncertain strategic environment requires leaders at all levels capable of critical thinking and strategic vision. We will develop these skills through the expansion of professional military education, additional broadening and fellowship opportunities, and targeted initiatives like the Strategic Studies Group.” The first priority of *Waypoint #1* relates directly to education: “Adapt leader development to meet our future security challenges in an increasingly uncertain and complex strategic environment.” *Waypoint #2* expanded upon the priority to develop adaptive leaders for a complex world establishing the requirements for the Army to:

- Educate and develop all Soldiers and civilians to grow the intellectual capacity to understand the complex contemporary security environment to better lead Army, joint, interagency, and multinational tasks forces and teams.

- Evolve the *Total Army School System* to provide the right education and training to the right individuals at the right time while broadening joint and interagency school and exchange opportunities to assure a common knowledge of unified action partner capabilities.

- Actively manage talent to broaden leader experience and better align individual desires with Army requirements.

- Institute new evaluation and assessment tools that enable Army leaders to more clearly identify the best talent and encourage leaders to seek self-improvement.

¹⁸ 38th Chief of Staff, U.S. Army, *Marching Orders*, January 2012.

¹⁹ 38th Chief of Staff, U.S. Army, *Way Point #1*, January 2013

²⁰ 38th Chief of Staff, U.S. Army, *Way Point #2*, February 2014

Appendix 3: Initiative Descriptions

1. Develop World Class Faculty

Superior teaching quality is a key driver for a university to achieve academic excellence.²¹ The Army University must include a stable core of faculty experts skilled in facilitating adult learners. Military with facilitator skills and recent operational experience must augment the core faculty.²² Today, there are pockets of excellence where outstanding faculty fills our academic programs. To achieve the Army University goals, it is critical to expand that talent across the enterprise. The operational force also benefits as our military faculty return to the force with deeper subject matter expertise and improved communication, critical thinking, and research skills.

2. Produce Relevant Curriculum

Relevant curriculum, designed to achieve rigorous learning outcomes, is vital to developing leaders who can innovate faster than their adversary, and improve and thrive in uncertainty and chaos. The Army University must transform curriculum and the curriculum development process leveraging best practices in the learning sciences. To support holistic learning, outcomes and assessments will expand across the cognitive, affective, and psychomotor domains of learning. The curriculum development process will adopt a rigor-relevance framework²³ to support creation of unique projects, designs, and other works for students use in real-world situations to solve complex real-world problems.

3. Grow Qualified Students

Students embody the communities of learners and are the central focus of the university. The Army University must support the growth of all students throughout a Career Long Learning Continuum in preparation for increasingly challenging learning experiences. The Army University will partner with Human Resources Command to develop talent assessments and management processes across the learning continuum. Assessments supported by learning activities foster better preparation of students for attendance to universal levels of PME. Talent management ensures selection of the best qualified students for selective levels of PME and broadening educational opportunities. In turn, this will enable

²¹Rankings of the world's best universities consistently show that those who are at the top of their professional fields are the best teachers. "The World's Top Universities 2014" *Forbes*, (October 1, 2014). <http://www.forbes.com/sites/susanadams/2014/10/01/the-worlds-top-universities-2014/> (accessed on 13 December 2014).

²²Training and Doctrine Command, TRADOC Pam 525-8-1 *The U.S. Army Learning Concept for 2015*, US Government Printing Leverage precision talent management to recruit, value, develop, and sustain excellent and diverse military and civilian faculty Office, Fort Eustis, VA, 20 January 2011, 27.

²³ International Center for Leadership in Education, Rigor-Relevance Framework, Dr. Daggett, 2005.

increasing the rigor of Army educational programs, partnering with other institutions, and meeting requirements for civilian certifications and degrees.

4. Adopt Nationally Recognized Standards

The United States university system, built upon the foundation of the regional accreditation standards, is the envy of the world and produces professionals who spur global innovation. Similarly, our nation's credentialing and licensing standards have world-wide recognition for producing an unparalleled technical work force. The Army University must blend these proven models with the best practices already in our military education and training programs to develop the future Soldiers and leaders our profession requires. An Army University based upon these nationally recognized standards also supports the Army's commitment to our all-volunteer force; creating Soldiers for Life who are prepared to transition back into our civilian communities "career ready"²⁴

5. Improve Professional Research and Publication

Research and publication are critical to create and exploit a unique asymmetric cognitive advantage over potential adversaries. These activities serve as the primary source for the development and dissemination of new knowledge. The Army University must facilitate action research²⁵, focused on Army information requirements and challenges. Research will include private industry, academia, faculty, students, and Army institutions like the Army Research Institute and the Army Research Labs. The Army University will establish a broad network that effectively connects Army research priorities and requirements with academic resources and organizations. Publication disseminates new knowledge and lessons learned. It also empowers Army professionals to write, debate, and improve the Army Profession by actively engaging in the broader national security dialogue. The Army University will establish an *Army Press* to serve as the enterprise-wide point of entry and the Army's focal point for identifying, encouraging, and coaching prospective authors to publish.

6. Create an Innovative Learning Environment

An innovative learning environment establishes the context and atmosphere for education. The Army University must provide an innovative and diverse learning environment throughout the Career Long Learning Continuum supporting active and reserve forces, and tailored to the needs of the Officer, Warrant Officer, Non-Commissioned Officer and Civilian cohorts. The Army University will continue to

²⁴ The Chief of Staff of the Army recently established the Soldier for Life campaign designed to ensure Soldiers, Veterans, and Families leave military service "career ready." See http://soldierforlife.army.mil/sites/default/files/content/docs/2014/SFL_Initiatives_09_2014.pdf.

²⁵ Action research involves a collaborative research approach between academic and practitioner to solve a problem and generate new knowledge. Coghlan, Practitioner Research for Organizational Knowledge, *Management Learning*, 452.

expand the learning environment including brick and mortar classrooms, distributed learning at home and home station, through digital training facilities, and the use of personal learning networks and digital devices. The Army University will become the Army's center of innovation in learning sciences and will empower and unleash creative educational approaches.

7. Expand Public / Private Partnerships

Partnerships expand access to expertise and resources, and create mutually beneficial relationships. The Army University must increase external collaboration to promote internal excellence. Tremendous opportunity exists with both public and private universities and businesses for faculty and student exchanges, training, cooperative education, research, internships and more. This network of partnerships also connects the Army to an important segment of the society it serves.

8. Implement New Business and Governance Practices

The Army University must support the Army's business transformation goals in order to operate more effectively and efficiently; especially within a constrained resource environment.

Appendix 4: Army University Structure and Internal Governance

1. Organizational Structure

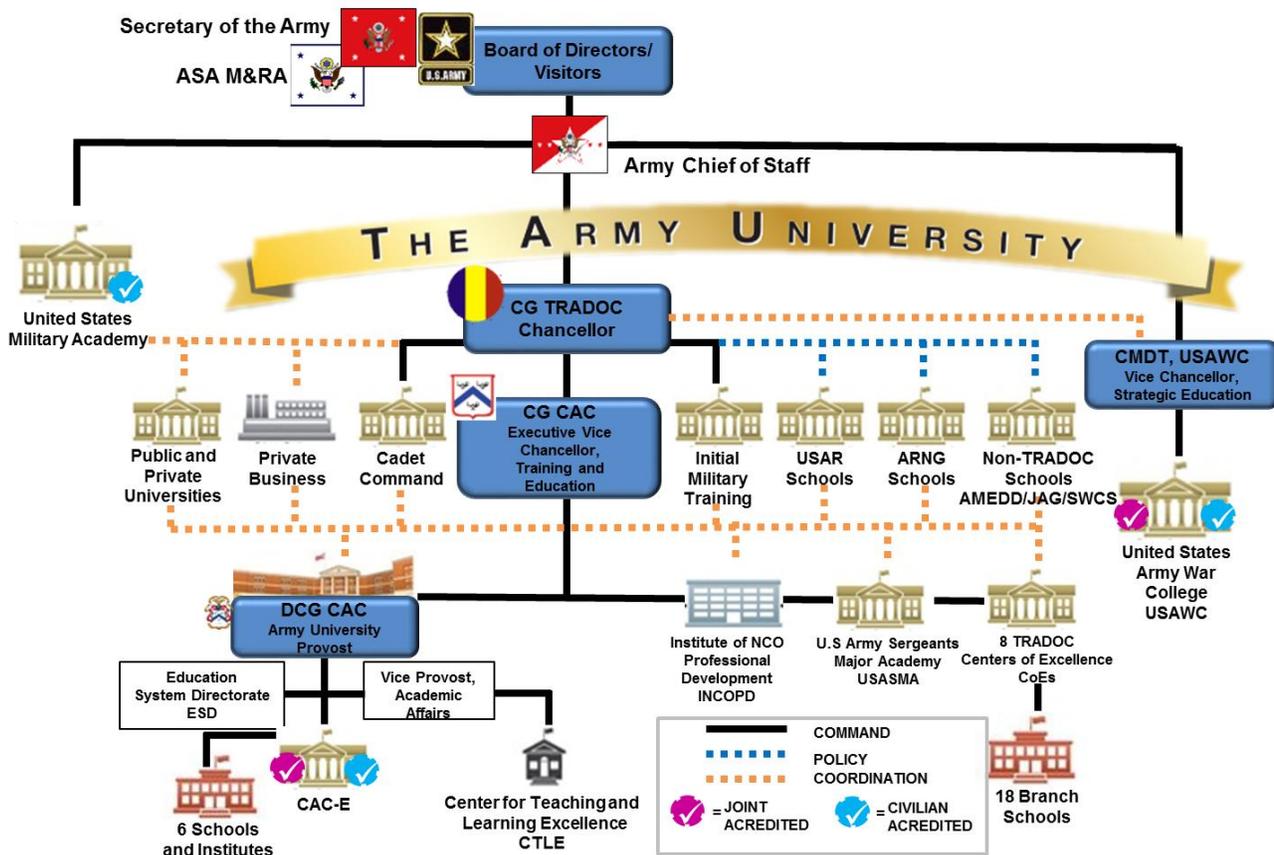


Figure 1: Army University Structure (Draft)

The Army University structure integrates existing best practices from the Air, Marine Corps, and National Defense Universities, as well as state university models (Figure 1). A Board of Directors leads the Army University through SecArmy, CSA, and Chancellor providing broad educational objectives and standards. The Army University organizes the schools across the TRADOC, the ROTC pre-commissioning program, and credentialing of Soldiers skills elements of initial military training into one educational model under the chancellor. The model includes officer, warrant officer, non-commissioned officer and civilian education systems. The Army University will support the active and reserve forces; expanding the One Army School System and access to educational services. Army University also supports the Army enterprise brand and accessions strategy, and provides transitioning Soldiers the credentials that prepare them for post military service as *Soldiers for Life*.

The United States Military Academy, U.S Army War College, Army Reserve, Army National Guard, and non-TRADOC schools have long been equal partners in the professional military education system. The Army University aligns and synchronizes these partnerships through policy and processes designed to achieve the university strategic vision. Stakeholders also play a vital role; defining learning requirements and standards, and maintaining the connection between the university and the nation it serves. Army University stakeholders include Army proponentencies involved with training and education, the operational force, public and private universities, and private businesses.

2. Governance

Army University governing structure is a synthesis of proven models in the military and civilian sectors (e.g., Air, Marine Corps, and National Defense Universities and the California, Virginia, and Texas state systems). The authorities and functions derive from Secretary of the Army U.S. Code Title 10 authorities as delegated to the Commanding General, Training and Doctrine Command through Army Regulation 5-22, *The Army Force Modernization Proponent System* and Army Regulation 350-1, *Army Training and Leader Development*.

Board of Directors. An Army level Board of Directors led by the Army Secretariat and Chief of Staff approves the vision, establishes the priorities, and champions the resources to produce the required learning environment. The BOD will potentially include the SecArmy, CSA, ASA M&RA, SMA, Army Staff Senior Warrant Officer, CG FORSCOM, CG TRADOC, CG AMC, Chief Army Reserve, Director ARNG, a senior DA Civilian, and Chair of the Army Education Advisory Group.

Chancellor. The Commanding General TRADOC acts as University Chancellor and serves as the systems-wide integrator performing duties of Chief Executive Officer. The Chancellor reports directly to the Chief of Staff of the Army and Board of Directors.

Executive Vice Chancellor for Training and Education. The Commanding General of the Combined Arms Center at Fort Leavenworth acts as Executive Vice Chancellor for Training and Education providing oversight of academic quality and support programs; University finances; future development of the University system; and public representation for the University. The Executive Vice Chancellor for Training and Education also serves as a co-chair of the Army Learning Coordination Council General Officer Steering Committee synchronizing education activities across the Army and approving education initiatives for presentation in Army level governance forums.

Vice Chancellor for Strategic Education. The Commandant of the Army War College acts as the Vice Chancellor to advise the Chancellor and the Chief of Staff of the Army on matters concerning strategic education. The Vice Chancellor is responsible the integration of strategic education throughout Army University. The Vice Chancellor for Strategic Education retains academic governance over the War College and reports directly to the Office of the Chief of Staff of the Army. The Executive Vice Chancellor for Strategic Education also serves as a co-chair of the Army Learning Coordination Council General Officer Steering Committee synchronizing education activities across the Army and approving education initiatives for presentation in Army level governance forums.

Provost. The Deputy Commanding General for the Combined Arms Center-Education acts as University Provost responsible for long-term continuity, excellence, and vitality of the University's academic programs. The Provost also serves as the manager of the Army Learning Coordination Council process synchronizing education activities across the Army.

Vice Provost of Academic Affairs. The Vice Provost of Academic Affairs is responsible for academic governance, defined as the orchestration of effort among those elements within an educational institution whose principal functions involve execution or direct support of instruction, curriculum design, maintenance of academic standards, or academic research so as to ensure fulfillment of the academic mission. The Vice Provost of Academic Affairs is the lead for Army University goals 1 (Increased Academic Rigor) and 2 (More Respect/Prestige) and also serves as co-chair, with the Dean of the Army War College, of the Army Learning Coordination Council, Council of Colonels. The co-chairs synchronize education activities across the Army and vet education initiatives for presentation to the Army Learning Coordination Council General Officer Steering Committee.

Vice Provost for Education Systems. The Vice Provost for Education Systems is responsible and lead for Army University goal 3 (Better Management). Functions include staff management of TRADOC core function Education (Governance, Policy, identity requirements & resource common educational requirements), synchronizing professional military education across officer, warrant officer, non-commissioned officer and civilian cohorts to ensure vertical & horizontal integration/ alignment, approve new & emerging educational requirements within PME, synchronizing the Army's credentialing efforts to align w/ Army requirements and Soldier-for-Life initiatives, coordination and execution of the Army Learning Coordination Council and support to other Army governance forums, and point of entry for Operational Force feedback.

Center, School and Institution Leaders. Center, school, and institution leaders are responsible for specific functions and programs to support their unique student populations. Representatives will participate in the Army Learning Coordination Council committees, Council of Colonels, and General Officer

Steering Committees. The Army University will employ mission command across the balance of the education enterprise allowing the colleges the autonomy to develop and lead their own the programs.

Army Learning Coordination Council (ALCC). The ALCC was initially established in Annex E (Governance Process) to TRADOC OPORD 11-008 (Army Learning Concept 2015 Implementation Plan) to synchronize implementation of the new Army Learning Model. The Army University will employ the ALCC to synchronize activities across the university, and Army centers, schools, institutes, and colleges to ensure integrated and sequential programs of learning from initial military training (IMT) to Senior Level Education, consistent with the Army Learning Model (ALM), Army Leader Development Strategy (ALDS), and the Army Education Strategy. ALCC will continue to serve as TRADOC's primary governance body for Army Learning Model (ALM) implementation management.

Appendix 5: Implementation

Army University requires TRADOC to reorganize management and administration of educational and training institutions to achieve the ends supporting the Army Operating Concepts. Strategy implementation will occur over three event based phases: Develop Initial Capacity; Establish Initial Operating Capacity; and, Normalize Operations at Full Operational Capability (Figure A-4-1). Accomplishing the tasks associated with each phase is contingent upon building the capacity of Army University with adequate resources. Accomplishing phase 1 and 2 tasks requires a resource bridging strategy until funding for the university is resourced in the Program Objective Memorandum (POM). TRADOC and CAC anticipate the requirement to resource the bridging strategy from FY15-17 and receiving resources in FY18. An approved CBA and CP will be submitted for POM 18 resourcing.

Phase 1 Develop Initial Capability

The initial phase began in April, 2014 with the development of the Army University White Paper to present the argument for establishing an Army University to meet the learning challenges of the 21st Century and beyond. The white paper was staffed throughout the Army and received CSA's endorsement in December, 2014. The senior leaders directed further development of the concept to include creating a strategic business plan laying out the ends, ways, and means required to establish the university. The major activities during this phase are internal to TRADOC.

The Commanding General, Combined Arms Center, Fort Leavenworth, Kansas, will establish Task Force Army University to develop and staff a strategy, cost-benefit-analysis (CBA) and concept plan (CP) describing the capabilities, and quantitative and qualitative characteristics required to meet the objectives.

During phase 1, The Command and General Staff College will accept risk by realigning existing personnel, supplemented by borrowed military manpower and contract manpower equivalents (CME), to form TF Army University.

Although the concept and design is not complete, analysis indicates Army University requires establishing three key organizations: Vice Provost for Educational Systems, Vice Provost for Academic Affairs and a Center for Teaching and Learning Excellence.

These organizations require approximately 75 personnel (Military, Civilian, and contractors). TRADOC can meet some of these requirements internally and in February 2015, CAC will begin the analysis with TRADOC HQs and the Centers of Excellence (COEs) to determine the positions and resources that should move to ArmyU. The limited identified CAC assets will begin to move, realign, and remission in FY 15. Additionally, CAC will seek to obtain End of Year (EOY) funds from TRADOC for contract support to initiate

IOC for ArmyU. Contracts will continue to provide ArmyU functionality in FY 16 with estimated increased operational costs of approximately \$4M per year. CAC has already submitted ArmyU operational requirements for POM 17 (beginning in FY 17), for the ESD (\$1.0M) and CTLE (\$2.7M).

TF Army University major tasks include:

- Developing and staffing the strategy, concept of operations, and cost-benefit-analysis
- Developing new terms of reference and a recommended realignment of TRADOC functions, personnel, and resources subsumed by Army University
- Establishing CME contracts to assist in developing TF Army University deliverables

Events and Conditions to transition to Phase 2:

1. TRADOC Leadership approves TOR to realign functions and personnel authorizations required for the key ArmyU organizations.
2. Personnel Actions are initiated to modify the respective TDAs and move authorizations.
3. TRADOC Leadership approves the ArmyU concept to establish Army University Organization.
4. TRADOC provides the resources (personnel and funding) required to accomplish the ArmyU phase 2 tasks.
5. The Army University strategy, CONOP, CBA, CP and stationing plan (if required) are approved, and resources are programmed in the POM 18-22.

Phase 2 Establish Initial Operational Capability

TF Army University focuses on establishing initial operational capability (IOC) of the new Army University governance structure, Vice Provost for Educational Systems, Vice Provost for Academic Affairs and the Center for Teaching and Learning Excellence. TF Army University will continue to rely upon existing personnel, supplemented by borrowed military manpower and contract manpower equivalents (CME).

Vice Provost for Educational Systems, as lead for line of effort three, Improved Management Practices and Institutional Agility, will begin the process of reviewing existing systems and business processes supporting the learning function in order to identify more effective and efficient approaches. Coordinate for reprioritization of TRADOC execution and budget year funding to resource Quick Wins and research and analysis. Implement quick wins that result in the greatest increases in effectiveness and efficiency. Develop Army University resource requirements for submission in the program objective memorandum (POM) FY18-22.

The Vice Provost for Academic Affairs, as lead for lines of effort one, Increased Academic Rigor and Relevance, and 2, Greater Respect and Prestige, will focus on approval of the Board of Directors Charters and recruiting the board's initial members in preparation for the first board meeting. Staff and gain approval of the education strategy. Implement quick wins that result in the greatest benefit to improving faculty. Assess current alignment of 70+ TRADOC schools w/ Accreditation Standards & ACE credits. Develop strategy to expand national credentialing and licensing standards to all eligible specialties. Explore the potential for increased partnering and collaboration with public/private sector universities and businesses.

The Center for Teaching and Learning Excellence (CTLE), within the VPAA, is lead for three initiatives: Develop World Class Faculty, Produce Relevant Curriculum, and Create an Innovative Learning Environment. CTLE faculty development focus is to develop a concept for an 'end-to-end' faculty development program supporting full spectrum learning and developing a Cadre and Faculty Development Course supporting Cadet Command tailored to unique requirements of the Reserve Officer Training Corps mission. The curriculum focus is to develop a concept to restructure Common Core to General Education Requirements and coordinate changes to the Training Development Capability (TDC) program supporting development of educational curriculum. Learning environment focus is to develop strategies for expanding access to learning in support of the reserve forces.

Events and Conditions to transition to Phase 2:

1. The required TDA modifications are complete and ArmyU has the force structure required to perform all approved functions. TF Army University is disband.
2. Research and analysis of existing systems and business processes is complete, and more effective and efficient business processes are initiated. Bill payers are identified to offset the temporary increase in ArmyU requirements.
3. The ways to increase academic rigor are identified through collaboration and coordination with the COEs.
4. A holistic end-to-end faculty develop process is developed and approved for implementation across all COEs and schools in the ArmyU system.

Phase 3 Normalize Operations at Full Operational Capability

The focuses of phase 3 are to transition from a task force structure to the TDA and normalize university processes. The Army University will continue executing actions supporting the goals and strategies. A process for continuous feedback will be implemented.

Year 1: TRADOC Internal
 Task: Organizing existing TRADOC resources to develop Initial Operational Capacity (IOC) / Accepting Risk across CSSC
 • Education systems Directorate (23 people)
 • Office of the Vice President of Academic Affairs (7 people)
 • Center for Teaching and Learning Excellence (40 people)

Year 2: TRADOC Internal
 Reorganizing TRADOC execution and budgetal year funding to resource Quick Wins and research and analysis.

Our Years: Potential for Board of Directors Worthy Issues
 Developing strategy to identify ends, ways, and means required for Full Operational Capacity (FOC)

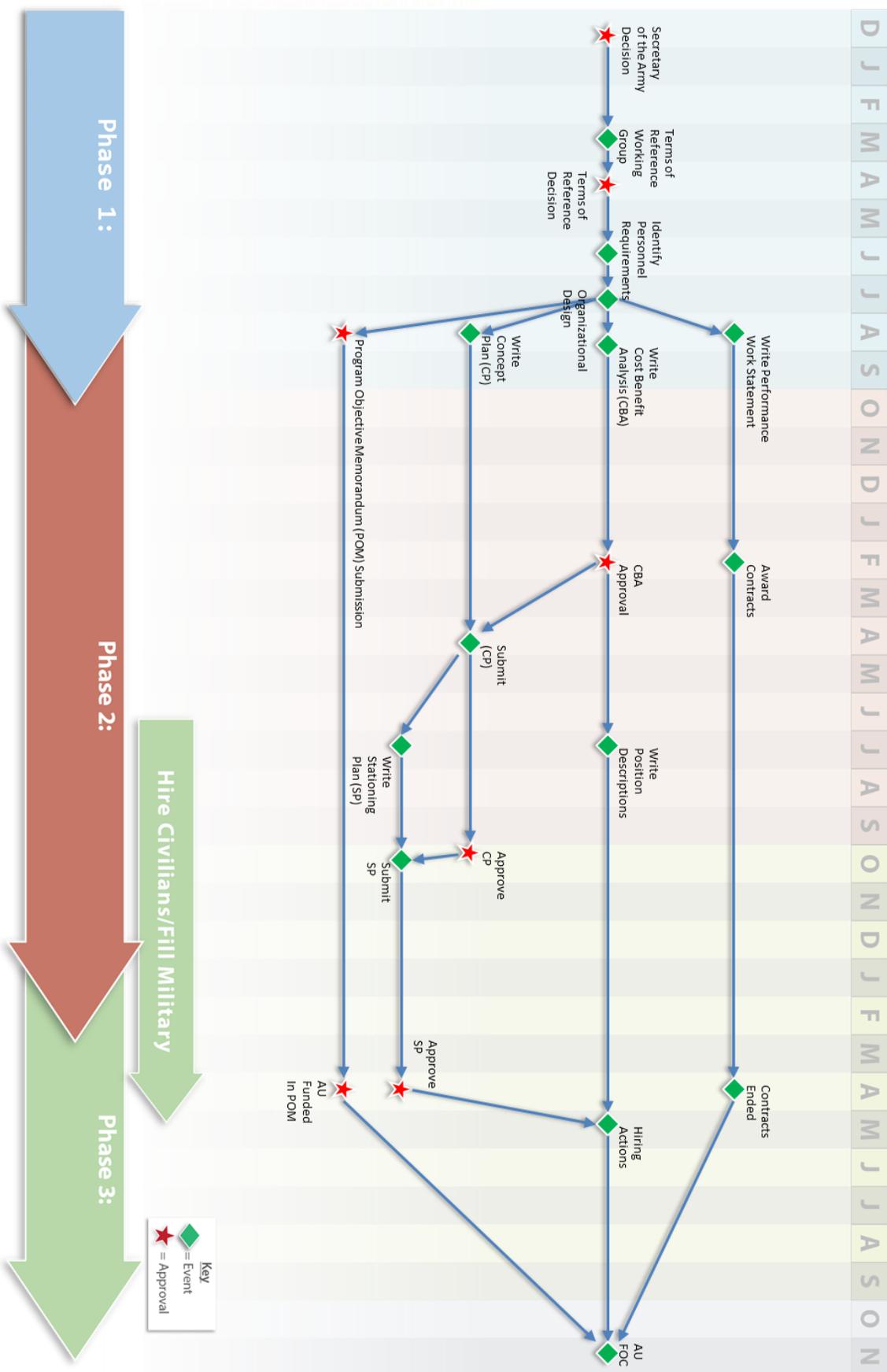


Figure A-4-1 Implementation

Appendix 6: Relationship to Governance Forums and Committees

1. Department of Defense. The Army Education Advisory Committee.²⁶

Reports to the Secretary of Defense, through the Secretary of the Army and Chief of Staff of the Army on matters related to U.S. Army education. The AEAC consists of not more than 15 members who are eminent authorities in military history, defense, management, leadership, and academia. TRADOC provides the committee support for the performance of their functions. TRADOC G3/5/7 serves as a non-voting member. Provide independent advice and recommendations pertaining to educational, doctrinal, and research policies and activities of U.S. Army educational activities to include joint professional military education programs.

The Air Force and Marine Corps universities use Boards of Directors (BOD) with the identical authorities and functions of the AEAC. These BODs are similar in authorities and functions to state university Boards of Regents. The Army University will pursue incorporating the AEAG as the university's BOD with the AEAC chair a permanent member of the university's board of directors.

2. Joint Staff.

Military Education Coordination Council.²⁷ Serves as an advisory body to the Director, Joint Staff, on joint education issues of interest to the community of practice, to promote coordination and collaboration between council members, and coordinate joint education initiatives. MECC principals include Director J-7, DDJS-ME, presidents, commandants, and directors of the joint and service colleges, and heads of JPME-accredited institutions. The Secretary of Defense, Service Chiefs, and combatant commanders are invited to send participants. The Army University will not change the Army's representation to the MECC.

Joint Staff J7. Serves as the accrediting authority for Joint Professional Military Education (JPME) levels I and II. The Army University enforces the same congressionally mandated, Joint Staff validated requirements that govern JPME academics at the Command and General Staff College (CGSC) and the US Army War College. CGSC's last Joint Staff J7 certification was February, 2014; the college received an exemplary rating and earned the full six year accreditation. Army University will grant JPME I credit for appropriate mid-career curriculum completion and is moving closer to granting JPME II credit to graduates of the School of Advanced Military Studies (SAMS).

²⁶ Charter, Army Education Advisory Committee

²⁷ Officer Military Professional Education Policy, CJSI1800.01D, 2011.

3. Department of the Army.

The Army Profession and Leader Development Forum (APLDF).²⁸ An Army-level forum chaired by the Commanding General (CG) TRADOC as the Army's Senior Responsible Officer. The APLDF critically examines leader development initiatives and programs, discusses issues, and advises CG, TRADOC (SRO) for decision. Primary membership includes general officers and/or equivalent from each ACOM, ASCC, DRU, ARNG, USAR, U.S. Army Human Resources Command, as well as HQDA (Secretariat and ARSTAF), and other organizations, when appropriate. The SRO may invite other principals to attend based upon issues being presented. The SRO-approved recommendations from the APLDF are forwarded to Army Senior Leaders, as appropriate and to the Chief of Staff, Army (CSA) Review to gain approval for leader development initiatives, policy decisions, adjustments to the APLDF, the APLDF Initiatives Priorities List (APL) and/or receive directions. The APLDF will be the primary Army level governance forum for presenting Army University leader development initiatives for approval.

Training General Officer Steering Committee (TGOSC).²⁹ Led by HQDA DCS, G-3/5/7 as the venue primarily used to manage Army training. Membership includes HQDA DCS, G-3/5/7 and G1, and general officers or senior executive service members from each ACOM, ASCC, DRU, U.S. Army Reserve and the Army National Guard. TGOSC manages the process to identify and resolve issues, determine priorities, make decisions, and recommendations in support of Army Training and Leader Development. The TGOSC will be the primary Army level governance forum for presenting Army University institutional training and training support initiatives for approval.

Civilian Leader Development Panel (CLDP), co-chaired by DAMO-TRV and AMSC, informs the APLDF as appropriate with Civilian Training and Leader Development Division responsibilities. These include review, formulate, and implement Army policy as proponent for Army Civilian training and leader development. In conjunction with Army G-1, commands and career programs, support development of institutional Civilian leader and competitive professional development requirements for validation and resourcing. Resource Civilian leader and competitive professional development programs. Monitor U.S. Army Training and Doctrine Command (TRADOC) development and implementation of the Civilian Education System (CES). Formulate policy for and validate/monitor Army Civilian quotas and requirements for Senior Service College and Defense Senior Leader Development Program; manage the Army's Civilian Training Student Account.

²⁸DA PAM 350-58, The Army Leader Development Program, 2013.

²⁹ AR 350-1, Army Training and Leader Development, 2014.

Professional Civilian Education Council (PCEC) co-chaired by AMSC and DAMO-TRV, feeds the CLDP. The CLDP will be the primary Army level governance forum for presenting Army University civilian initiatives for approval.

