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## INFORMATION PAPER

Subj: USAWC PROFESSIONAL MILITARY EDUCATION “WAY AHEAD”

1. Purpose: To provide the J7 with the USAWC response to “how our PME keeps pace with rapid and profound changes in the character of warfare” in preparation for the Military Education Coordination Council (MECC) October 2018 meeting.

2. Context: The USAWC educates and develops leaders for service at the strategic level while advancing knowledge in the global application of landpower.

At the USAWC we acknowledge the increasing demand for relevant and prospective professional military education, research, and thinking to inform military advice, appreciation, and adaptation. Likewise, we recognize our unique contribution to the US Army and the Joint Force as we educate senior leaders and prepare them to transition from the operational to the strategic level.

**For the Army and USAWC**: Professional expertise is focused on the leadership of the Army/joint force in the use of coercive force to attain or contribute to the attainment of US national security objectives. [“**The peculiar skill of the military officer is the development, operation, and leadership of a human organization—a profession—whose primary expertise is the application of coercive force on behalf of the American people**; for the Army officer, such development, operation, and leadership occurs incidentally to sustaining America’s dominance in land warfare. In abbreviated form, ... “**Leadership of Army soldiers in the organized application of coercive force.**”” *Future of the Army Profession*, p. 215,]

External Jurisdictions of practice (negotiated) include major combat operations, strategic deterrence, stability operations and homeland security. We are also responsible for internal jurisdictions in how to develop military-technical, human development, moral-ethical, and political-cultural expertise, and how to develop professionals with expert knowledge.

3. Institutional Learning Outcomes:

*Our graduates are effective senior leaders who:*

- Think strategically and skillfully develop strategies to achieve national security objectives
- Provide strategic context and perspective to inform and advise national level leaders; providing sound, nuanced and thoughtful military advice
- Apply intellectual rigor and adaptive problem solving to multi-domain, joint warfighting, and enterprise level challenges
- Lead teams with expert knowledge and collaborate with others to provide innovative solutions to complex, unstructured problems
- Exercise moral judgement, and promote the values and ethics of the profession of arms
- Convey complex information and communicate effectively and persuasively to any audience

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### 4. Operating Assumptions:

- The USAWC is a leader development institution that awards a professional master's degree, serves as a graduate school that awards a PME certification, certifies a critical functional area (59), and conducts professional development training for General Officers and Sergeants Major.
- The USAWC must maintain currency and proficiency in delivering resident and distance instruction to all constituencies. We must be prepared to innovate across the physical and curricular space of our new academic facility; therefore, we should optimize the seminar format, create a more collaborative teaching environment, schedule classes throughout the workday, and extend the learning, social, and work network of our students.
- We have many highly talented and intelligent students, but the vast majority have not yet mastered the basics of their craft at the strategic level. In short, we have to build on the foundation they bring to us.

### 5. Current Initiatives:

- Refinement of the Key Strategic Issues List (KSIL) to include priority topics selected by CSA for intensive research through Integrated Research Projects (IRP). Emphasis on student research to connect to KSIL or similar service/national research priorities.
- Important integrated research projects: Regional focus on Europe (especially regarding Russia) and the Asia-Pacific (especially regarding the People's Republic of China). Other important IRP topics include Grey zone/hybrid threats, mobilization, and Africa security issues.
- Extensive use of case studies, and war gaming within the curriculum. Historical case studies include the Peloponnesian war, World War II, Cold War, Vietnam War, 1990-91 Persian Gulf War, and recent operations. In a targeted effort to achieve particular outcomes, we continue to look for where historical analysis, case studies, and short problem or projects can improve experiential learning opportunities both in class and out of class.
- Matrix games focused on South China Sea (PRC) and Baltic Sea (Russia) scenarios.
- Refined experiential learning through national security staff rides (NSSR) to Gettysburg, New York City (focus on diplomacy, information and economics) and Washington DC (focus on US Congress, intelligence community, Department of State, and other non-DoD executive agencies, national security think tanks, and the media.)
- USAWC also works closely with Training and Doctrine Command (TRADOC) for exercise Unified Quest (Army deep future war game).

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- Development of JPME II curriculum with the Distance Education Program (JSP).
- Expansion of certificate programs on strategy education leveraging existing courses/modules.
- USAWC role within Army University. Commandant is AU vice chancellor for strategy education. USAWC leads community of interest and work group on strategy education throughout PME (to include influence from pre-commissioning programs through general officer education).

6. The Way Ahead:

- For all our activities and commitments...that they fit the strategic nature and senior enterprise level of our mission. Leaders and ideas matter—our efforts to produce both are mutually supportive and necessary. Think of it as: Invaluable = Leaders x Ideas and not Leaders + Ideas. We are the U.S. Army War College, thus our intellectual efforts for the Army, Joint Force, and Nation must first advance knowledge in the global application of Landpower and the central component of developing strategic leaders for that effort.
- Too often in PME at the senior level, we concentrate on what must be taught with less emphasis on how to teach and deliver content. If we are to keep pace with rapid and profound changes, our faculty must be thoroughly prepared teachers and mentors. Extraordinary advances in learning technologies offer PME an opportunity reimagine both what should be taught but how it should be delivered.
- We ask first, are our learning outcomes and assessments the right ones to prepare strategic advisers/leaders to win decisively . . . to have the attributes and competencies we anticipate they will need 7-10 years from now?
- Coupled with this review, we will accelerate our efforts for both military and civilian faculty development opportunities. We have very strong efforts in preparing new faculty on content preparation, but not enough for both new and more experienced faculty on developing skills and techniques to be more effective facilitators. We know far more than we did 20-30 years ago on how to achieve more-effective adult learning through experiential learning and the use of multiple modalities and problem-solving opportunities.
- The USAWC, led by our Strategic Studies Institute, and in concert with our wider faculty, researcher, student, and external partners, will embrace an increased role in advancing the Army research efforts. We are not set up to be the clearinghouse for all Army research efforts, but we need to be more involved in the development and orchestration of strategic and enterprise research efforts across the Army and externally, not just the research

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we are specifically doing. We also have an opportunity to expand our capability to do shorter problem-solving efforts, while still maintaining our expertise in longer-term research and concept development efforts.

- Additionally, in close coordination with Department of Distance Education, we will establish an initial small menu of short courses (on the road to a certificate program) by early AY20. The purpose of such a program to help educate and develop people, whether Army staff, military or civilian, or external interested students in their mid to senior career on some enterprise level or security areas where we have expertise and can help them self-develop.
- USAWC policies will be revised to recognize five phases of faculty development programming, including both mandatory and optional sessions. Implementation of these policies will begin with the creation of a world-class center designed to support the development of faculty, strategic leaders, and the contribution of expert knowledge. A particular area of emphasis within the center will be building and developing proficiency for students and faculty in the communication arts.
- We are developing interdisciplinary threads that will be emphasized and integrated across the curriculum. Currently, the funded chairs have taken the lead in this area and are focused on history, intelligence, and strategic leadership. We will consider the merits of one of those threads focusing on the transition to stewardship of the profession and the senior leader's role in individual and organizational character development.
- We will establish institutional research and wargaming priorities that account for resource constraints, enhance our mission to develop strategic leaders, and realize our vision to be the thought leader on the global application of landpower. We will aggressively conduct research, publish, engage in discourse, and wargame; generate ideas and test concepts as the “Army’s Think Tank.” The expectation is that SSI, PKSOI, and AHEC will, and must, reach out and travel to best practice institutions to identify synergies and partnerships.

7. Synchronization of the topics previously submitted with the points made above:

Getting the Right Faculty and Students: Human Resources for PME Today to Meet the Demands of 2030

- Implementing Talent-Management guidance to the Service Chiefs to get the right faculty teaching the right students.
- Directing OSD-P&R to give joint credit where jointness applies; i.e. teaching joint matters regardless of service component at a service school.

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Understanding SECDEF and CJCS PME Intent

- Ensure the War Colleges are unified in understanding the common intent.
- Purpose and Vision of the proposed DoDI on Military Education.
- Understanding the exact definition meant by a focus on “warfighting.”

Evolving Educational Methodologies and Turning the Leaders We Have Into the Leaders We Need for 2030.

- Provide an unrivaled platform for the creation and distribution of strategic leader education in a recognized best practice facility.
- Provide learning environments that support, encourage, and enable active learning engagements best suited to the learning needs of adult learners.
- Provide a learning environment conducive to the comprehensive development of strategic leader competencies.
- Provide collaboration space necessary to achieve creativity, innovation, and the exchange of ideas.
- Expose joint, interagency, and international students to an innovative Army committed to strategic leader education at the highest level.

Outcomes-Based Education: Building Freedom Into Graduate-Level Senior Leader Education

- Making Special Areas of Emphasis (SAEs) mandatory goes counter to the intent of an outcomes-based education plan.
  - Clear guidance within Title 10 requirements and Strategic PME guidance by the SECDEF and CJCS, when coupled with the freedom granted by an outcomes based Chairman’s policy, should set Service schools up for success, without mandating additional topics for delivery.
  - Recommendation: SAEs should be eliminated in their current form or renamed and treated only as recommended areas for added emphasis.
- Clarify decisions on the way ahead.
  - Is there still value in a three-phased approach to Joint Education overseen by the Joint Staff?
  - Should JPME I be held under the sole purview of the Service Chiefs
  - Is the current OPMEP helping the schools produce the leaders we need for 2030? If so, why change?

Acculturation: Changing the Law (Title 10) to keep up with the changes in educational methodologies.

8. General Comment on the “Wilhelm Study”:

We are generally in support of the findings of General Wilhelm’s study, especially as it applies to developing and maturing existing regional/cultural programs at the war colleges.

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Conclusion: We understand and honor the need to improve the overall capability of the services, and our graduates by extension, on large scale future conventional/high-end competitors even though such threats qualify more as low probability even if potentially high-risk threats. But, we need to be wary to not over correct and become myopic at the war college level in terms of the risk/reward/effectiveness calculus? We’ve had the greatest difficulty with lower tech challenges that have often complicated or maybe even thwarted US ability to attain durable policy aims. American vulnerability to such threats emboldens others and helps explain why our adversaries to include Russia and China, choose to avoid our strengths and attack our vulnerabilities. This is competition and contest we already face at the COCOM and national level every day, even as we struggle to figure out how to deal with threats like those we've faced in Afghanistan and Iraq, among other places.

A key point is that these are not mutually exclusive challenges at the strategic level. We have to be competent in both and not get overly comfortable by almost exclusively prioritizing in our learning and strategic research, high-end conventional/high-tech/conventional challenges from peer or near-peer competitors. If we do, we will not create the cognitive skills and intellectual edge needed for this coming era of strategic competition and will get overly mired in the tactical where we are more comfortable.