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# Military Education Coordination Council Workgroup

**Mr. Jerry Lynes**

25 September 2019

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# MECC WG Agenda

25 September 2019

Time	Topic	Speaker
0800-0815	Welcome / Introductions / Opening Remarks	Mr. Jerry Lynes
0515-0845	<a href="#">JCS Vision &amp; "Optimizing Joint Leader Development</a>	Mr. Jerry Lynes
0845-0915	<a href="#">JPME Division Update</a>	COL Mark Schreiber
0915-0945	<a href="#">JCS Vision Implementation Plan</a>	COL Mark Schreiber
-----Break (15min)-----		
1000-1100	<a href="#">Outcomes-based Officer PME Policy</a>	COL Heffington / Dr. West
1100-1130	<a href="#">Assessment Committee Proposal</a>	Dr. West
-----Lunch (1hr)-----		
1230-1300	<a href="#">Irregular Warfare Update</a>	Ms. Lauren Prudente
1300-1330	<a href="#">Global Integration: JCES Curriculum Update</a>	Dr. Amie Lonas
1330-1445	<a href="#">Program Updates</a>	Various
-----Break (15min)-----		
1500-1600	Program Updates	Various
1600-1615	Open Discussion	All
1615-1630	Wrap-up / Closing Comments	Mr. Jerry Lynes



# JCS Vision for PME and TM

## Optimizing Joint Leader Development

**Mr. Jerry Lynes**

25 September 2019

### **Agenda**

1. JCS Vision
2. Optimizing Joint Leader Development
3. Joint Force Development and Design
4. JFDD and the MECC



# JCS Vision for Professional Military Education & Talent Management

*Transforming our leader development to maintain our competitive advantage and successfully prepare for emerging ways of war.*

**The Military Problem:** The evolving and dynamic security environment, which includes disruptive changes in the character and conduct of warfare, which demand:

- Continuous integration of national instruments of power and influence in support of national objectives;
- Critical strategic thinking across the Joint Staff and other joint headquarters;
- Unprecedented degree of global integration of the all-domain resources available from our Combatant Commands in order to generate advantage for ourselves and dilemmas for our competitors;
- Creative approaches to joint warfighting and sustaining momentum in our campaigns;
- Highly effective coalition, allied, international partner and U.S. coordination and integration;
- Deeper understanding of the implications of disruptive and future technologies for adversaries and ourselves.

**Our Central Aim:**

*The development of strategically thinking joint warfighters, who can think critically and creatively, apply military power to inform national strategy, conduct globally integrated operations, and fight under conditions of disruptive change.*

**Intent:**

- A new trajectory for our PME enterprise that includes associated Talent Management (TM) systems.
- A fully aligned PME and TM system that identifies, develops, and utilizes strategically minded, critical thinking, and creative joint warfighters skilled in the art of war and the practical and ethical application of lethal military power.
- Leaders at all levels who can achieve intellectual overmatch against adversaries.
- Will include an Implementation Plan

**Desired Learning Continuum End State for PME:** Warfighting joint leaders, senior staff officers, and strategists that:

- Discern the military dimensions of a challenge affecting national interest, frame the issue at the policy level, and recommend viable military options within the overarching frameworks of globally integrated operations;
- Anticipate and lead rapid adaptation and innovation during a dynamic period of acceleration in the rate of change in warfare under the conditions of great power competition and disruptive technology;
- Conduct joint warfighting, at the operational to strategic levels, as all domain, globally integrated warfare, including the ability to integrate allied and partner contributions; and
- Are “strategically minded” warfighters or applied strategists who can execute and adapt strategy through campaigns and operations. All graduates should possess critical and creative thinking skills, emotional intelligence, and effective written, verbal, and visual communications skills to support the development and implementation of strategies and complex operations.

**Implementation:**  
The Department will achieve the JCS Vision for Professional Military Education and Talent Management through an integrated responsive, Department-wide approach.

**First Principles:**

1. An integrated OSD, Joint Staff, and Service approach.
2. Close Coordination with Congress, CCMDs, and key Allies.
3. Detailed assessment of PME/JPME stakeholder requirements quantitatively and qualitatively.
4. Senior Leader Involvement and Oversight.
5. Actionable Tasks and Continuous Assessment

**Critical Tasks:**

1. Adapt and Innovate PME.
2. Infuse Joint Context Throughout Officer Careers.
3. Develop Practical Warfighting Skills.
4. Adapt and Innovate Talent Management.
5. Identify the Right Students.
6. Demand and Reward Academic Excellence.
7. Foster Professional Faculty.
8. Regard PME as a Strategic Asset.
9. Align Education and the Utilization of Talent
10. Leverage Joint Exercise.
11. Identify and Develop Strategists

**Desired Learning Continuum End State for TM:** Service talent management systems should:

- Reward continuous intellectual development and growth;
- Make individual officers accountable for academic performance and record that performance in their permanent records;
- Target officers who have performed well for follow-on assignments that hone newly acquired skills or broadening opportunities to apply their skills in different ways; and
- Match officers’ cognitive attributes with appropriate PME opportunities and positions of responsibility, and recommend viable military options within the overarching frameworks of globally integrated operations;

1 Version 1.0: 10 July 2019

# *Optimizing Joint Leader Development*

**BLUF: Our collective aim is the development of strategically thinking joint warfighters, who can think critically and creatively, apply military power to inform national strategy, conduct globally integrated operations, and fight under conditions of disruptive change.**

- **Why?** The profound and rapidly changing character of war and conflict in the 21<sup>st</sup> century compels us to transform our leader development to maintain our competitive advantage, and successfully prepare for emerging ways of war our Nation could face.
- **How?** Three Phase Integrated Lines of Effort
  - Near term (Now through End Sept 2019)
  - Mid term (Aug- December 2019)
  - Long term (Now through Summer 2020)
- **Partners:** NDU, J1, OSD P&R (DASD MPP and DASD FE&T) , Services

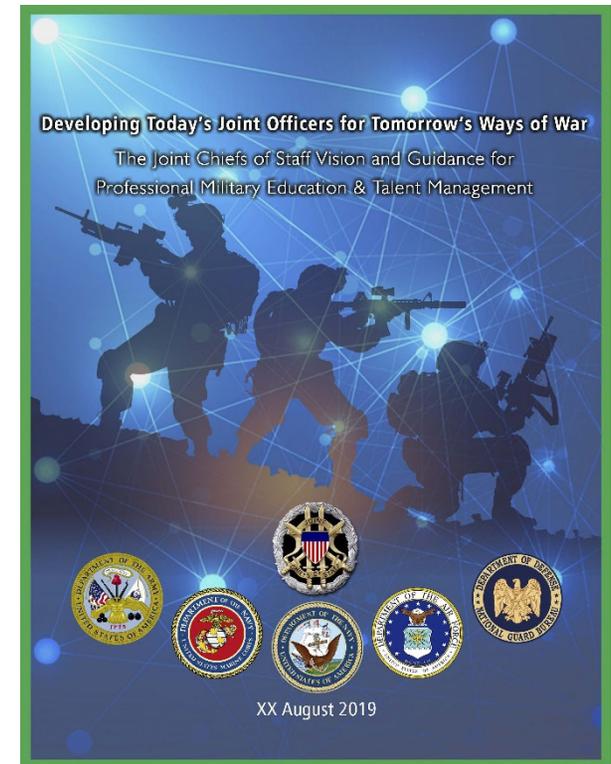
# Optimizing Joint Leader Development

## Near-term Goals (thru Sept 19)

- Issue a Joint Chiefs of Staff PME & Talent Management Vision

## Mid-term Goals (thru Dec 19)

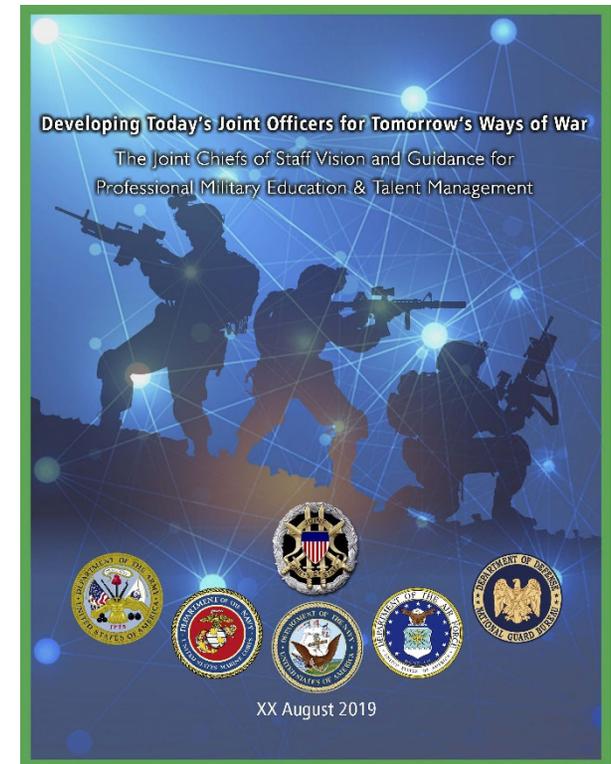
- Establish a panel of select Senior Mentors to review JPME/PME Comprehensively
- Develop an Implementation Plan for the signed JCS PME & TM Vision
- Sponsor a study to assess JPME/PME stakeholder requirements quantitatively and qualitatively
  - Includes developing a survey re JS and CCMD requirements for JPME II graduates



# Optimizing Joint Leader Development

## Long- term Goals (thru Summer 2020)

- Revise the Officer PME Policy to focus JPME on an “outcomes approach.”
- Align Faculty and student research across NDU
- Utilize the recent NDU Program review to reset NDU
- Revise NDU curricula to integrate students into J7/JFDDC’s Wargaming and Experimentation Division and DD Futures and Concepts efforts
- Review CAPSTONE curricula
- Develop a Congressional Engagement strategy
- Integrate Optimized Joint leader Development with Allies and Partners
  - Includes a (w/J5) update to the CJCS’ International PME Strategy



# *Joint Force Development and Design*



Joint Force Development and Design (JFDD) is a deliberate, iterative, and continuous process of planning and developing the future Joint Force through concept development, assessment, and capability development.

- Joint Force Development provides a structured mechanism for adapting and applying current functions, capabilities, and concepts to improve and evolve the strength, agility, endurance, resilience, flexibility, interoperability, and awareness of the current force to improve operational readiness and effectiveness, generally within a 2-7 year timeframe.
- Joint Force Design enables the Joint Force to constantly innovate, discover new ways of operating, and integrate revolutionary capabilities that maintain and expand our competitive space against potential adversaries, generally 5-15 years in the future. The Family of Joint Concepts is the primary vehicle to identify future capability requirements and inform JFDD processes.

## *JFDD and the MECC*



**Joint Force Development and Design** efforts interface with the MECC in 2 principal areas:

- JPME curricula: Ideally, JFDD developments impact JPME curricula directly and indirectly, as current students ultimately become the leaders of the Future Force. The impact should be beyond that of “Concept awareness” and updated doctrine and potentially entail specific student involvement in concept development, experimentation, joint wargaming and joint exercises.
  - Example: US Naval War College in the 1930s prepared the “Carrier Admirals” of WWII in advance of the Carrier Fleet.
- Student and Faculty Research. Harmonizing student and faculty research with JFDD “questions” harnesses the intellectual talent of the schoolhouses in a focused way, and allows students to participate in the creation of the Future Force that they will lead.

# *JFDD and the MECC*



## Way Forward

- J7 seeks to create a partnership with MECC Schoolhouses to share JFDD developments relative to both curricula and research.
- Initial intent is to start with NDU and broaden to the other MECC Schools.
- For JPME Curricula: J7 lead is Director, JFDDC (MG Irwin)
  - JFDDC Elements: DD Joint Education & Doctrine, DD Joint Training, DD Joint Concepts & Futures, DD Experimentation & Wargaming
- For Research: Deputy Director for JFDD Integration (BG Eastman)
- Bottom-Line: Request MECC WG Feedback on the proposal and comments on possible mechanisms



# Joint Professional Military Education Division (JPMED) Update

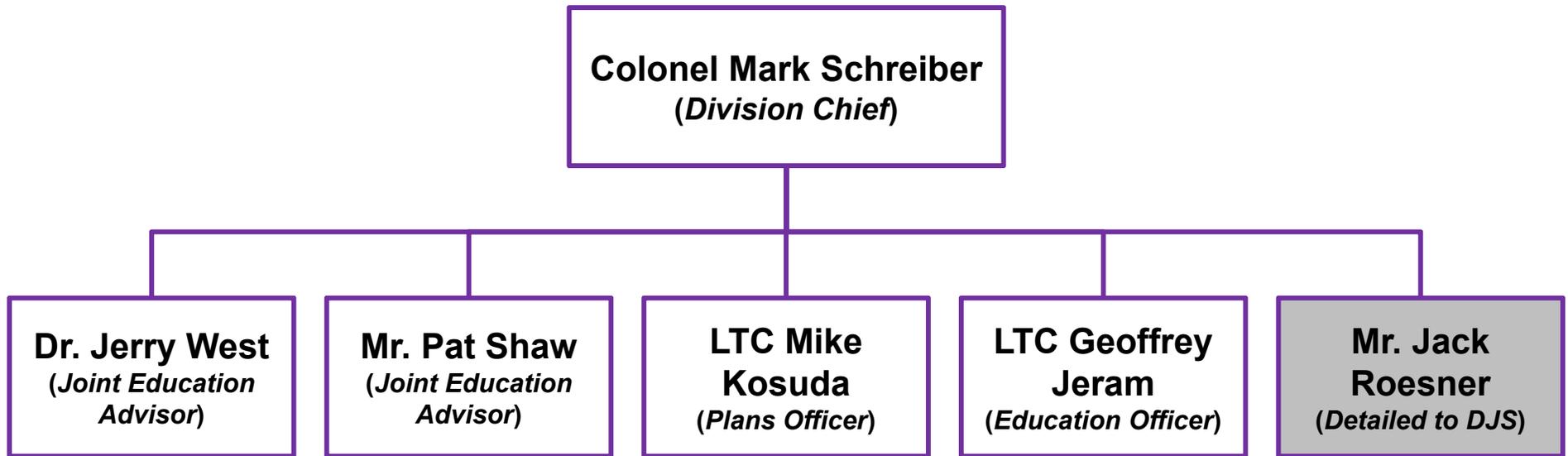
Colonel Mark Schreiber

25 September 2019

## Agenda

1. Organization
2. Priorities
3. Additional Updates

# JPMED Organization



## *JPME Priorities*



1. JCS Vision for PME and TM
2. MECC
3. Officer Optimization Mid-Term
  - a. JCS Vision for PME and TM Implementation Plan
  - b. CJCSI 1800.01 Officer PME Policy (OPMEP) Update
  - c. RAND Study
  - d. GOFO Emeritus Project
4. DoDI 1322.PB Military Education Policy
5. Support to GOFO PME
6. Support to OSD & Congressional KLEs
7. CJCSI 1801.01 NDU Policy Update

## *Additional Updates*



1. Previous MECC and WG Taskers:
  - a) *Develop JCS Vision for PME and TM*
  - b) *Develop Implementation Plan for JCS Vision*
2. PAJE Update
3. Nuclear Posture Review
4. CJCS Chairs Program
5. CJCS Special Areas of Emphasis



# Implementation Plan for The JCS PME and TM Vision

Colonel Mark Schreiber

25 September 2019

## Agenda

1. Critical Tasks
2. Implied Tasks
3. Framework
4. Timeline

## *PME and TM Vision Critical Tasks (Specified)*

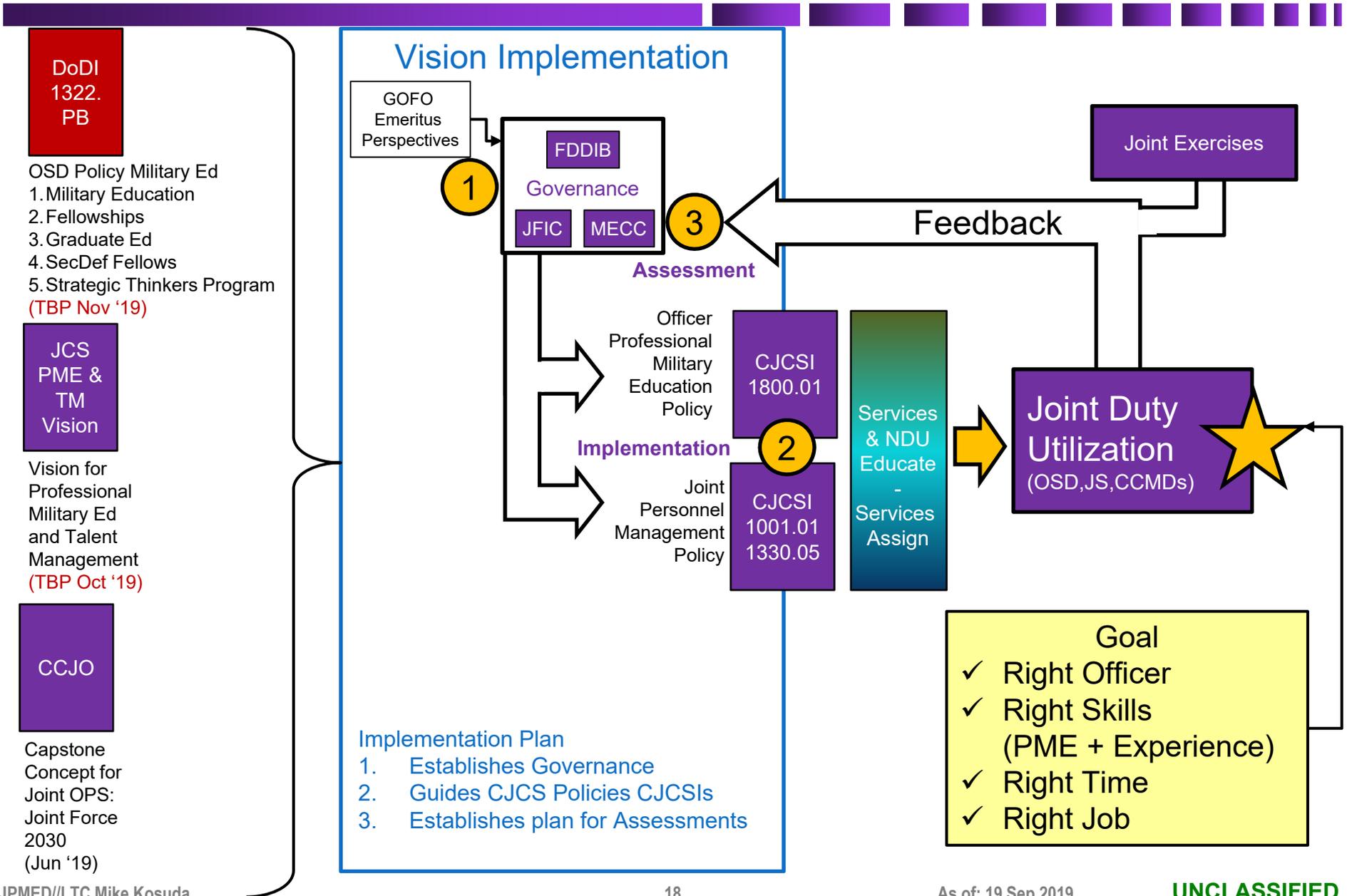
	Critical Task	OPMEP	JM&PP / JOMPP	Other
1	Adapt and Innovate PME	Yes		
2	Infuse Joint Context throughout Officer Careers	Yes		
3	Develop Practical Warfighting Skills	Partial		CCJO Implementation
4	Adapt and innovate Talent Management		Yes	
5	Identify The Right Students		Yes	
6	Demand and Reward Academic Excellence	Yes		
7	Foster Professional Faculty	Partial	Partial	
8	Regard PME as a Strategic Asset	Yes		
9	Align Education and Utilization of Talent	Partial	Partial	
10	Leverage Joint Exercises			CCJO Implementation & Assessment Mechanism
11	Identify and Develop Strategists	Partial	Partial	DoDI 1322.PB Vol 5

## *Implied Tasks*

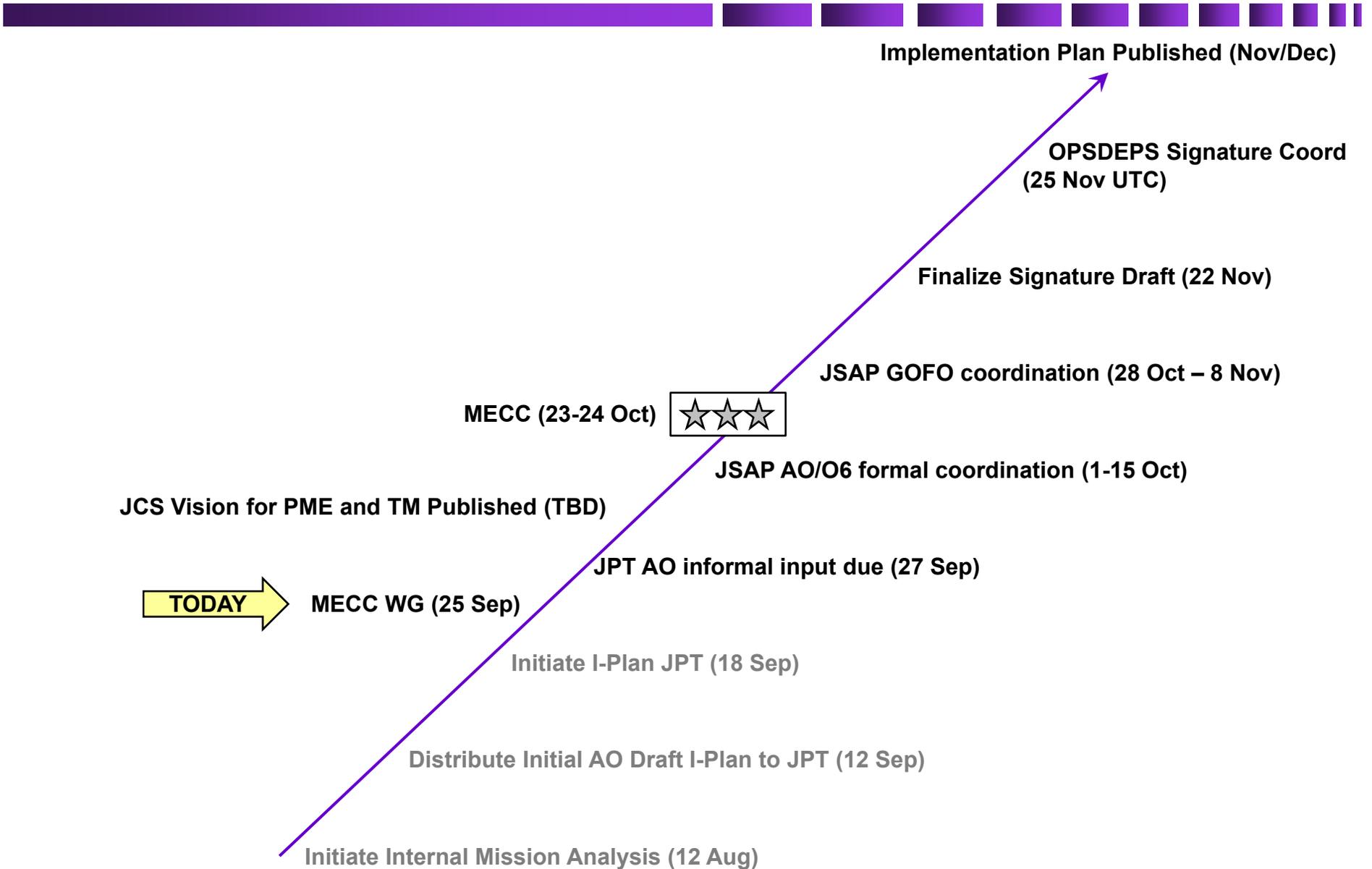


1. Update **Military Education Policy** to inform curriculum development and student assessment requirements.
2. Update **Personnel Management Policy** to inform Services of Joint Force 2030 requirements and establish linkage to PME policy.
3. Develop **assessment mechanism** to determine how well PME and TM systems fulfill OSD, Joint Staff, and CCMD requirements.
4. Develop **governance mechanism** to receive assessments and vet guidance for future policy updates.
5. Develop **GOFO input mechanism** to capture requirements and assist in building consensus for policy updates. (Constraint)

# Framework



# Timeline





# Outcomes-Based Officer PME Policy

Colonel Steve Heffington, CJCS Chair

Dr. Jerry West, Education Advisor

25 September 2019

## Agenda

1. Fall 2018 MECC WG Tasks
2. Officer PME Policy POAM
3. **OPMEP as it Stands Now**
4. Joint PME Policy Overview
5. OPMEP Changes
6. Way Ahead

## *Fall 2018 MECC WG Meeting (Action Items)*

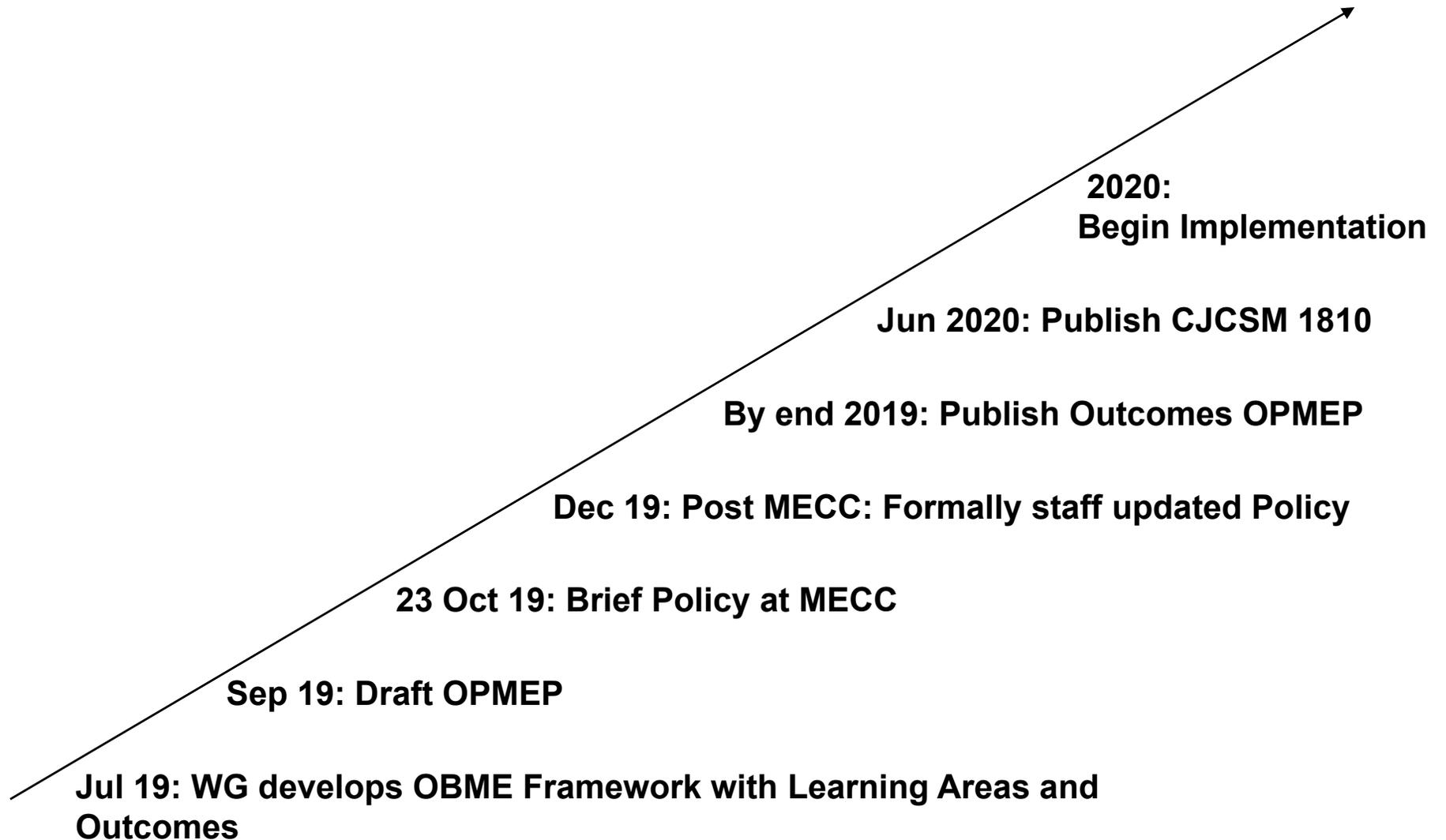
### **Unresolved**

- a) DoD Expectations for career long PME?
- b) Enduring Joint Education Outcomes?
- c) JPME Outcomes?
  - ✓JPME
  - ✓JPME II
  - ✓Capstone
- d) PAJE Changes?

### **Pending**

- 1) *DODI 1322.ee Military Education Policy*
- 2) *JCS Vision for PME and Talent Management*
- 3) *The Joint Chiefs of Staff Vision and Guidance for Professional Military Education & Talent Management Implementation Plan*

# *Officer PME Policy POAM*



## *OPMEP “Foxtrot” as it Stands Now*



### **MAJOR THEMATIC CHANGES:**

- a) Focuses on Rapidly Evolving Character of War and Competition – Education’s Role to Prepare the Joint Force
- b) Focuses on Return of Great Power Competition
- c) Directs Outcome Based Military Education
- d) Splits OPMEP into 2-parts: Higher level instruction and detailed explanatory manual

# *Joint PME Policy Overview*

## **INSTRUCTION**

(3 Star Level)

- I. Executive Summary**
- II. Enclosures**
  - A. Joint PME Policy**
    - Appendix A:** Outcomes-based military education
    - Annex A: JPME Learning Areas and Outcomes
    - Annex B: JPME Programs and Missions
    - Appendix B:** PAJE Common Education Standards
  - B. Responsibilities**
  - C. References**
  - D. Glossary**



## **MANUAL**

(Program Level)

- I. Introduction**
- II. Enclosures**
  - A. Guidelines for developing JPME program learning outcomes
  - B. Common educational standards criteria
  - C. Reports
  - D. Accreditation
  - E. References
  - F. Glossary
- III. Appendixes**
  - Annual and biennial reports
  - Guidelines for accreditation
  - PAJE Self Study

# Review of Changes “Outcomes Based Approach”

## a) Top-level Policy for CJCS Signature

- Aligns with CJCS Vision on PME & TM
- Presents 8 key objectives for JPME

} Carried through entire OPMEP

## b) OPMEP – Enclosure A

- Starts by highlighting unique roles of different educational programs (not a change – increased emphasis)
- Introduces OBME & Process for developing PLOs
  - Implements DODI 1322.PB, Volume I *Military Education Policy*
- Outlines OBME Reporting Requirements & Evaluations
  - Changes PAJE reaffirmation requirements w/greater emphasis on achieving outcomes
  - Adds responsibilities for assessments and evaluations to JS, Service Chiefs and Combatant Commands.
- Updates SLE Mil Faculty to 100% SLE or JQO
- Clarifies role of CJCS Chair and adds discussion of other chair positions
- Clarifies language for SFTR

# *Overview & Review of OPMEP Changes*



## **Appendix A**

- Presents Joint Learning Areas (JLAs)
  - Covered in last MECC WG – no substantive changes
  - Each JLA followed by brief example - what that JLA would look like at each level in the PME continuum (these are not prescriptive but explanatory)
- JLAs Prescriptive for JPME programs – Coordinating guidance for all others

# *Overview & Review of OPMEP Changes*



## **Appendix B**

- Presents Mission and Program Description for all ILE and SLE programs

## **Appendix C**

- 6 Standards: Joint Acculturation, Academic Experience, Student Achievement, Program Review, Faculty, Infrastructure and Finance

## **Responsibilities**

- Adds TM responsibilities for Services
- Adds Combatant Command Responsibilities
- Adds MECC Responsibilities

- CJCSI Pre-decisional Coordination with MECC WG/ Stakeholders [25 Sep 19]
  - ✓ JSAP Planner Level Staffing [1 Oct - 15 Oct]
  - ✓ Pending: DODI 1322.PB Release
- Resolve stakeholder issues
  - ✓ Issue resolution [15 Oct – 23 Oct]
  - ✓ Pending: JCS Vision for PME and TM Release
- Submit for Approval
  - ✓ JSAP Top 5 for CJCS signature:(15 Nov 19)
  - ✓ See Above Actions Pending
- CJCSI 1800.01F Release [15 Dec 2019]



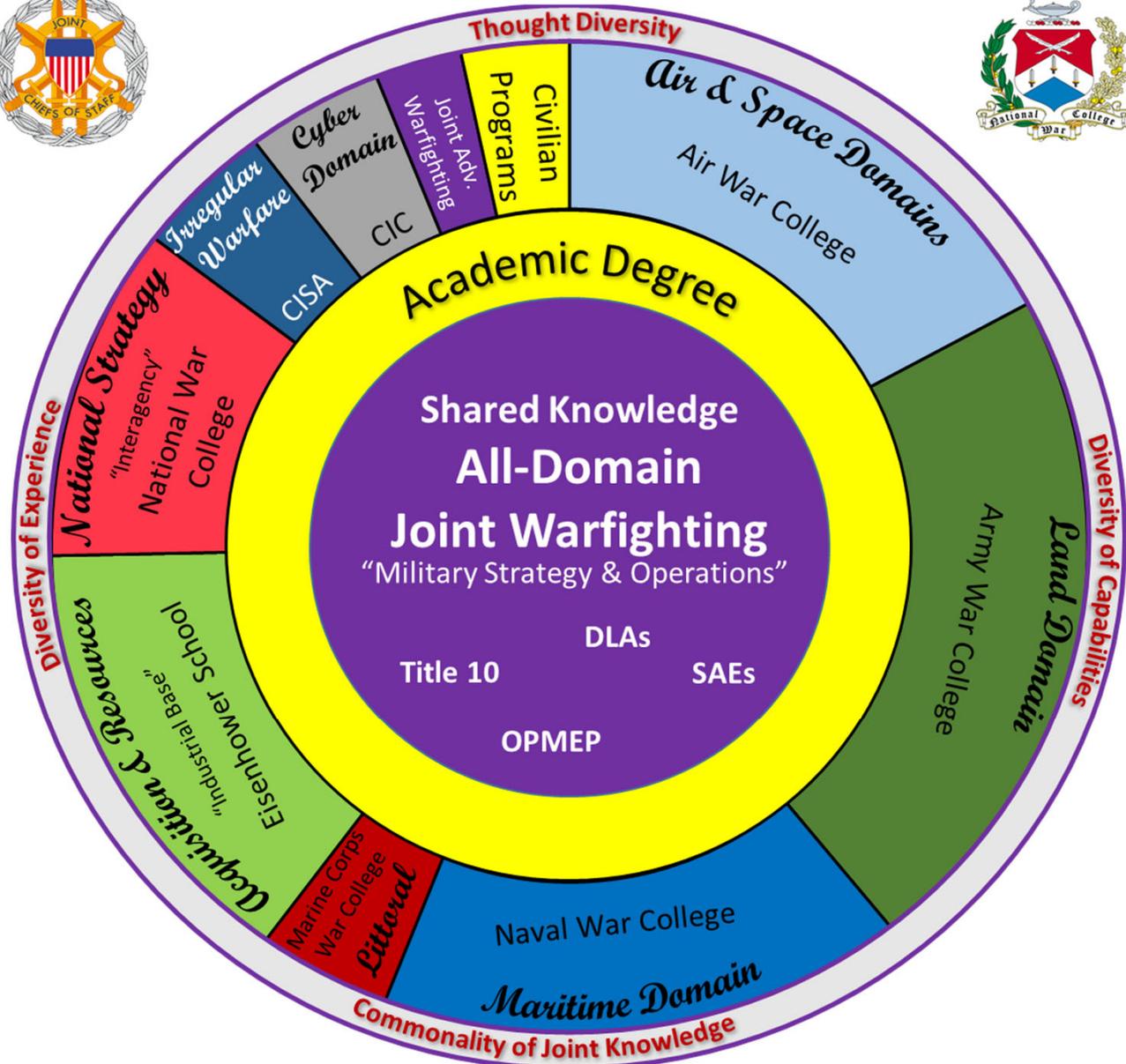
# Supplemental Slides

## Joint Learning Areas (JLA)

Will be moved to backup for MECC WG Brief

# Senior Level Education – Integrated Joint Force Development

- No college capable of covering all topics
- No individual capable of understanding all topics
- All JPME II Colleges have a role – Instill the shared purple center while building unique expertise
- Jointness comes not from all being the same, but from effective integration of the unique and diverse



# *Joint PME Policy (CJCSI 1800.01F) Overview*

## Summary of Major Changes

- a) Incorporates PME tasks described in the *JCS Vision for PME and Talent Management*
- b) Implements DODI 1322.PB, Volume I *Military Education Policy*, a new OSD instruction that shifts PME to an outcomes-based military education (OBME) approach with emphasis on assessments of demonstrated student performance.
- c) Adds requirements for JPME institutions to inform talent management decisions by identifying officers with demonstrated abilities and high potential for strategic thinking.
- d) Adds Joint learning areas (JLA) and high-level guidance to JPME program development of mission-unique program learning outcomes (PLO).
- e) Changes reaffirmation requirements under the Process for Accreditation of Joint Education (PAJE) with greater emphasis on effectiveness in achieving JPME program outcomes.
- f) Adds increased responsibilities for assessments and evaluations to Joint Staff, Service Chiefs and Combatant Commands.
- g) Incorporates NDAA 2016 legislative changes affecting non-resident delivery of JPME II.

## *JLA: Strategic Thinking and Communications*



Joint officers demonstrate advanced cognitive and communications skills employing critical, creative, and systematic thought. They objectively evaluate alternative perspectives and demonstrate the ability to effectively distinguish between reliable and unreliable information to inform reasoned decision making. They persuasively communicate on behalf of their organizations with a wide range of domestic and foreign audiences. Their communications synthesize all elements of their strategic thinking concisely, coherently, and comprehensively in a manner appropriate for the intended audience and environment.

DRAFT PREDECISIONAL PRODUCT

## *JLA: The Profession of Arms*



Joint officers are first and foremost members of the profession of arms, sworn to support and defend the Constitution, with specialized knowledge in the art and science of war. They demonstrate joint-mindedness and possess a common understanding of the values of their chosen profession demonstrated through the exercise of sound moral judgement and the embodiment and enforcement of professional ethics, norms, and laws. They apply the principles of life-long learning and demonstrate effective joint leadership and followership.

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## *JLA: The Continuum of Competition, Conflict, and War*



Joint officers demonstrate expertise in the theory, principles, concepts, and history of the spectrum of war, conflict, and military competition. They apply their knowledge of the nature, character, and conduct of war and conflict, and the utility of the military instrument of national power, to determine the military dimensions of challenges to U.S. national interests and evaluate the best use of the military across the full spectrum of war, conflict, and competition.

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## *JLA: The Security Environment*



Joint officers effectively and iteratively assess the security implications of the current and future operational environment. Using appropriate inter-disciplinary analytical frameworks, they evaluate historical, cultural, political, military, economic, innovative, technological, and other competitive forces, to identify and evaluate potential threats, opportunities, and risks.

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## *JLA: Strategy and Joint Planning*



Joint officers apply a knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess and revise, or sustain risk and resource informed strategies and globally-integrated, all-domain joint plans across the spectrum of competition and conflict. They demonstrate broad understanding of Joint, Interagency, Intergovernmental, and Multinational capabilities and policies to inform planning. They envision requisite future capabilities and develop strategies and plans to acquire them. They use strategy and planning as primary tools to develop viable, creative options for policy makers. In so doing, they position the U.S. to achieve national objectives across the full spectrum of competition and conflict to include peacetime, crises, war, and post-conflict.

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## *JLA: Globally Integrated Operations*



Joint officers creatively apply US, allied, and partner military power to conduct globally integrated, all-domain operations and campaigns. They exercise intellectual agility, demonstrate initiative, and rapidly adapt to disruptive change across all domains of competition, conflict, and war. They do so consistent with law and the shared values of the profession of arms in furtherance of U.S. national objectives.

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# Examples Program Learning Outcomes

## *PLO: Strategic Thinking and Communications*

- a) **Precommissioning:** Graduates should explain how to differentiate between reliable and unreliable information to inform decision making. They should demonstrate effective oral and written communications appropriate for a specified audience and environment.
- b) **Primary:** Graduates should assemble and critically evaluate information to devise rational conclusions and inform decision making. Graduates should apply those conclusions to create clear, concise, and complete oral and written communications. They should effectively assess an audience and tailor communications for that audience and environment.
- c) **Intermediate:** JPME I graduates will independently research and critically evaluate information to inform their understanding of the context, create meaning, and creatively design or revise concepts and ideas. Graduates will expertly use oral and written communication to deliver rational, complete and well-supported arguments, explanations, options, and/or solutions in a form that is specifically tailored to the most relevant audience.
- d) **Senior:** JPME II graduates will identify gaps in knowledge, conduct and lead research, and critically evaluate information to inform understanding of context, create meaning, and creatively design or revise strategic concepts and ideas. Graduates will synthesize this knowledge and expertly communicate that knowledge clearly, concisely, and completely in the oral or written form appropriate for the most relevant audience across the Joint, Interagency, Intergovernmental, and Multinational environment.
- e) **GO/FO:** Capstone graduates will identify gaps in knowledge, manage research, and critically evaluate information, to inform understanding of context, create meaning, and creatively design new strategic concepts and ideas across the national security enterprise. They will synthesize this knowledge and masterfully manage its clear, concise, and complete communication.

## *PLO: The Profession of Arms*

- a) **Precommissioning:** Graduates should describe and begin to apply the ethics, norms, and laws of the profession of arms. They should understand the role of interpersonal skills and describe the shared standards of military leadership and followership and begin honing their application. They should describe the value of further development of their own expertise in the art and science of war.
- b) **Primary:** Graduates should apply and enforce the ethics, norms, and laws of the profession of arms and begin to consider how those standards enable jointness. They should apply interpersonal skills and practice military leadership and followership, while continuing to build their capabilities. They should analyze the concept of life-long learning and begin to develop of their own expertise in the art and science of war.
- c) **Intermediate:** JPME I program graduates will model and enforce the ethics, norms, and laws of the profession of arms, applying their knowledge and commitment to strengthen warfighting and related capabilities that advance US security aims. They will apply effective interpersonal skills, leadership and followership in the joint environment. They will highly demonstrate commitment to further development of their own expertise in the art and science of war, going beyond the study of their own Service's competencies.
- d) **Senior:** JPME II program graduates will model and enforce the ethics, norms, and laws of the profession of arms, applying their knowledge and commitment to strengthen warfighting and strategic capabilities that advance US security aims. They will demonstrate expert interpersonal skills, strategic leadership, and followership in the Joint, Interagency, Intergovernmental, and Multinational environment. They will create their own lifelong learning model and will independently manage further development of their expertise in the art and science of war and statecraft.
- e) **GO/FO:** Capstone graduates will model, enforce, and shape the ethics, norms, and laws of the profession of arms, applying their knowledge and commitment to strengthen the warfighting and strategic capabilities that advance US security aims. They will demonstrate expert interpersonal skills and strategic and enterprise leadership and followership across the Joint, Interagency, Intergovernmental, and Multinational environment. They will apply their own lifelong learning model and will independently manage further development of their expertise in the art and science of war and statecraft.

# *PLO: The Continuum of Competition, Conflict, and War*

- a) **Precommissioning:** Graduates should broadly describe the nature and character of war as well as the principles of its conduct. They should explain the spectrum of conflict and competition and remember historical examples of different types of conflict and competition. They should define the military instrument of national power and identify its use in historical and contemporary statecraft.
- b) **Primary:** Graduates should analyze the nature and character of war as well as the principles of its conduct. They should apply their knowledge of the spectrum of conflict and competition to differentiate historical and contemporary examples of different types of conflict and competition. They should explain the role and utility of the military instrument of national power in historical and contemporary statecraft.
- c) **Intermediate:** JPME I graduates will apply their knowledge of the nature, character, and principles of war, conflict, and competition as well as the utility of the military instrument of power to discern the military dimensions of challenges in historical and contemporary cases. They will describe the relationship of the military instrument of national power to the other instruments of national power.
- d) **Senior:** JPME II graduates will demonstrate expertise in the nature, character, and principles of war. They will evaluate historical and contemporary cases effectively determining the utility of the military instrument of national power in competitive environments. They will apply this knowledge to discern the military dimension of a challenge and the best use of the military instrument as an element of a comprehensively integrated package of instruments of national power across the spectrum of war, conflict, and competition.
- e) **GO/FO:** Capstone graduates will apply expertise in the nature, character, and principles of war as well as a comprehensive knowledge of the utility of the military instrument of national power across the full spectrum of war, conflict, and competition to discern the military dimensions of complex national security challenges. They will formulate the best use of the military instrument of national power as an element of a comprehensively integrated package of instruments of national power across the spectrum of war, conflict, and competition.

## *PLO: The Security Environment*

- a) **Precommissioning:** Graduates should explain the role of interdisciplinary analytical frameworks. They should describe the global operational environment, including their understanding of impact of history, interests, culture, politics, resources, innovation, technology, and other competitive forces.
- b) **Primary:** Graduates should use an interdisciplinary analytical framework and their understanding of history, culture, politics, resources, technology, innovation, and other competitive force to identify potential threats, opportunities, and risks in the current and future global operational environment.
- c) **Intermediate:** JPME I graduates will apply multiple interdisciplinary analytical frameworks to analyze potential threats, opportunities, and risks in the current and future global operational environment, demonstrating an understanding of history, interests, culture, technology, innovation, and other competitive forces across all aspects of the competition continuum and at all levels of analysis.
- d) **Senior:** JPME II graduates will select appropriate analytical frameworks to evaluate potential current and future threats, opportunities, and risks in a complex global operational environment. They will demonstrate a comprehensive understanding of the impact of history, interests, culture, technology innovation, and other competitive forces, affecting all aspects of the competition continuum, at all levels of analysis and apply that understanding to their analysis of the security environment.
- e) **GO/FO:** Capstone graduates will select appropriate analytical frameworks in combination with their knowledge of history, interests, culture, technology, innovation, and other competitive forces, across all aspects of the competition continuum, at all levels of analysis to create a comprehensive, integrated perspective of potential current and future threats, opportunities, and risks in a complex global operational environment.

## *PLO: Strategy and Joint Planning*

- a) **Precommissioning:** Graduates should identify key concepts from joint doctrine and broadly describe the role of the joint force in competition, conflict, and war. They should explain significant capabilities associated with their Service.
- b) **Primary:** Graduates should describe the statutes, policy and doctrine used to design strategies and joint plans and explain how strategies and joint plans are developed to support US, allies, and partner interests. They should examine the capabilities of their Service and explain significant military capabilities of the entire joint force as well those of allies and partners.
- c) **Intermediate:** JPME I graduates will apply their knowledge of statutes, policy, doctrine, as well as Joint, Interagency, Intergovernmental, and Multinational capabilities and policies to develop options and revise or design risk and resource informed strategies and globally integrated, all-domain joint plans that directly support U.S., allies, and partner interests.
- d) **Senior:** JPME II graduates will synthesize their knowledge of statutes, policy and doctrine as well as Joint, Interagency, Intergovernmental, and Multinational capabilities and policies to develop creative options and assess/revise or design viable risk and resource informed strategies and globally integrated, all-domain joint plans that directly support U.S., ally, and partner interests across the spectrum of competition, conflict, and war. They will identify potential gaps in current and future Joint, Interagency, Intergovernmental, and Multinational capabilities and policies and create viable strategies and plans to resolve those gaps.
- e) **GO/FO:** Capstone graduates will synthesize their knowledge of statutes, policy and doctrine as well Joint, Interagency, Intergovernmental, and Multinational capabilities and policies to lead development of creative options and assess/revise or design viable risk and resource informed strategies and globally integrated, all-domain joint plans that directly support U.S., ally, and partner interests across the spectrum of competition, conflict, and war. They will evaluate potential gaps in current and future Joint, Interagency, Intergovernmental, and Multinational capabilities and policies and lead creation of viable strategies and plans to resolve those gaps. .

## *PLO: Globally Integrated Operations*

- a) **Precommissioning:** Graduates should identify changing tactical conditions inherent in the execution of all-domain, globally-integrated military operations. They should state the value of tactical integration of military operations with other national instruments of power and allied and partner capabilities.
- b) **Primary:** Graduates should examine rapidly changing tactical and operational conditions inherent in the execution of all-domain, globally-integrated military operations. They should explain the value of tactical and operational integration of military operations with other national instruments of power and allied and partner capabilities.
- c) **Intermediate:** JPME I graduates will adapt to rapidly changing operational conditions inherent in the execution of all-domain, globally-integrated military operations. They will support the integration of military operations with other national instruments of power and allied and partner capabilities. They will advise and support senior military officials in the conduct of operations across the spectrum of war, conflict, and competition.
- d) **Senior:** JPME II graduates will adapt and think creatively in the execution of all-domain, globally-integrated operations and campaigns. They will effectively integrate the conduct of military operations and campaigns with other national instruments of power and allied and partner capabilities. They will advise senior officials and policy makers across the Joint, Interagency, Intergovernmental, and Multinational environment in the conduct of operations and campaigns across the spectrum of war, conflict, and competition.
- e) **GO/FO:** Capstone graduates will adaptively and creatively lead all-domain, globally-integrated operations and campaigns. They will comprehensively integrate the conduct of military operations and campaigns with other national instruments of power and allied and partner capabilities. They will advise senior officials and policy makers across the Joint, Interagency, Intergovernmental, and Multinational environment to successfully conduct operations and campaigns across the spectrum of war, conflict, and competition.



# Assessment Advisory Committee Proposal

**Dr. Jerry West**

25 September 2019

## **Agenda**

1. Background
2. Challenges
3. CJCSI 1800.01F
4. COAs
5. COA 3
6. Key Tasks
7. Charter Team
8. Proof of Concept

**Purpose** – Propose standup of an Assessment Advisory Committee within the MECC WG to advise JS J-7 and MECC on successful rollout and implementation of outcomes-based military education (OBME).

Outcomes-based military education (OBME) will present a myriad of process and resource challenges :

- a) Clearinghouse for PLO(s) and Assessment Plans
- b) Periodic indirect assessments of graduates in key billets using focus groups, interviews and surveys.
- c) Provide SME Augmentation to RAND Study Team
- d) Data collection, meta-analysis and evaluations.
- e) Prepare OBME Annual Report to OSD
- f) Advise/Augment PAJE Team as required

## *CJCSI 1800.01F (Enclosure A, Par. 4.b.3)*



**Stakeholder Feedback.** The Joint Staff J-7 will assemble a team of assessment experts from across the Services, OSD, and the education community to advise the Joint Staff J-7 and Military Education Coordinating Council (MECC) on best practices and processes in performance assessment and evaluations. The following guidelines will apply to stakeholder engagement and feedback.

- a) The Joint Staff J-7, in coordination with, OSD, will commission studies and stakeholder surveys as required to advise the CJCS and SecDef on the relevancy of program outcomes to stakeholder requirements.
- b) JPME programs will periodically survey stakeholders and graduates to assess the performance of JPME graduates and identify gaps in program outcomes.
- c) The Joint Staff J-7 will periodically survey select senior officers (and as appropriate their civilian counterparts) on whether graduates are performing effectively at the strategic level.



## 1. COA 1: JS J-7 hire PhD(s)

- a) JS J-7 JED hire one or more PhD
- b) AO vs SME workload balancing
- c) Possible/TBD

## 2. COA 2: OSD Contract SMEs

- a) Will challenge OSD/JS coordination efforts
- b) May not be cost-efficient
- c) Stop-gap option but not long term

## 3. COA 3: MECC WG Assessment Advisory Committee

## **Assessment Advisory Committee established within the MECC WG**

- a) Comprised of SME(s) from PME, OSD, Services, Science and Technology (S&T)
- b) Diverse expertise in outcomes-based assessments, needs assessments, talent development and program evaluation
- c) Costs: TDY-via JS J7 JED augmentation funding - NTE \$50K annually

## *Key Tasks*



- a) Develop a charter, establishing the Assessment Team within MECC WG construct.
- b) Provide a plan identifying goals, key tasks and milestones associated with the rollout of OBME.
- c) Advise/Accompany RAND Study Team during stakeholder interviews to formalize an external assessment capability with key stakeholders
- d) Perform Clearinghouse duties in support of JS J7, i.e. advise on approval of PLO(s) and Assessment Plans, OBME metrics, data-collection and reporting processes.
- e) Provide recommendations on best practices in OBME assessments.

## *Proof of Concept – Project Plan*

<b>Deliverable/Milestone</b>	<b>Target Date</b>
Draft project plan	Late Sep
Interview/focus group protocol (structure questions) for identifying performance capabilities of effective joint officers	Oct 16 (AETC/A3J); prior to RAND contract kickoff
Brief MECC	Oct 24
Identify joint officer SMEs to participate in interviews/focus groups	Nov 1
Conduct Interviews/focus groups	Nov-Feb (AETC/3J and/or RAND staff)
Brief MECC WG on Progress	March 2020 (AETC/A3J)
Review RAND's developed assessments to ensure it covers "necessary measurement qualities for appropriate specification of outcomes-based measures"	8 Months after RAND Contract Mod 1 Month after RAND Report
Develop Implementation Plan for conducting on-going external assessments	15 months (or less?) after RAND Contract modification

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# NDS Irregular Warfare Annex

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## **NDS Irregular Warfare (IW) Annex Implementation Plan Brief to the Military Education Coordination Council Working Group 25 Sep 19**

Briefer: Lauren Prudente Lyons  
Office of Irregular Warfare  
Joint Staff J-7

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## Agenda



- ❑ **NDS IW Annex Fundamentals**
  - Problem Statement
  - Framing Principles
  - Hard Lessons Learned
  - NDS IW Annex Lines of Effort
  
- ❑ **NDS IW Annex Implementation**
  - Education Implications
  - Implementation Mechanisms
  - Implementation Way Ahead

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# NDS IW Annex Fundamentals



- ❑ **Purpose: The IW Annex expands upon 2018 National Defense Strategy (NDS) and provides guidance for Irregular Warfare (IW)**
  
- ❑ **Background:**
  - Feb 18: DepSecDef tasked ASD(SO/LIC) to develop a plan to institutionalize IW in DoD as directed in the 2018 NDS
  - Oct 18: CJCS endorsed, SecDef approved Framing Principles
  - Dec 18: CCDR/Service Chief 4-star coordination; CJCS endorses document for SecDef signature
  - 21 Feb 19: A/SecDef Signed Annex
  
- ❑ **NLT 30 Oct 19: IW Annex Implementation Plan Finalized**
  - IW-SFA ESC provides oversight of DoD implementation and reports progress to DepSecDef
  
- ❑ ***Implementation of the Annex will have significant impact on the Joint Force including organizing, training, equipping, generating, and employing forces along with educating, developing, and managing personnel***

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# Framing Principles



## ❑ The Department will:

1. **Break the reactive cycle of investment in IW capabilities** by institutionalizing hard lessons learned from past conflicts, preserving a baseline of IW-specific expertise and capabilities informed by the long view of the NDS, and supported through the annual budgeting cycle
2. **Sustain IW as a core competency for the entire Joint Force**, not just SOF.
3. **Ensure widespread understanding and sufficient expertise in IW** at all echelons by providing ongoing access to IW-related doctrine, PME, training, and exercises that build shared understanding
4. **Ensure its approach to IW becomes more agile and cost-informed** by developing and employing resource-sustainable IW capabilities and harnessing commercial technological advances. The Department will prioritize investments in human capital as the primary competitive advantage in IW over our adversaries
5. **Seize the initiative and use IW capabilities proactively as a means to help expand the competitive space**, defeat our adversaries' competitive strategies, and set the globe for a transition to crisis
6. **Organize itself to foster and sustain unified action in IW**, including a coordinated approach to advance our national interests by, with, and through its purpose-built network of allies and partners

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# SecDef Comment



3 Oct 2018

## INFO MEMO

FOR: SECRETARY OF DEFENSE *gnm 10/16* DepSec Info \_\_\_\_\_

FROM: General Joseph F. Dunford, Jr., CJCS *JFD 10/12*

SUBJECT: (U) Endorsement of the Assistant Secretary of Defense for Special Operations/Low-Intensity Conflict's Irregular Warfare Principles

- (U) The ASD(SO/LIC) action memorandum is a step toward institutionalizing the DoD's approach to IW and achieving the vision expressed within the NDS. I have directed the Joint Staff to support OASD(SO/LIC) in developing the final IW Annex in November. \*

Approve: *gnm 10/6* Disapprove: \_\_\_\_\_ Other: \_\_\_\_\_

COORDINATION: TAB C

Attachment:  
As stated

Cc:  
CJCS  
CDRUSSOCOM

1. EXCELLENT FRAMING PRINCIPLES
2. IN THE STRAT FRAMEWORK, PLEASE NOTE THE PRIORITY ASSIGNED TO IW IN PME AND DEFINE THE PME IW OBJECTIVES.
3. ALSO DEFINE WHAT THE PKSOI FUNCTION WILL ACCOMPLISH & GAIN US ARMY AGREEMENT ON THEIR ROLE/RESPONSIBILITY.

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# Hard Lessons Learned



- We remain underprepared for Irregular War**
- Most military capabilities can be applied in an irregular context**
- Changing perceptions: IW is a requirement for the entire joint force, not just SOF**
- Conventional overmatch encourages adversaries to pursue indirect approaches**
- Tactical success does not automatically generate strategic success**
- Irregular war requires unified action**
- Exquisite understanding is more valuable than exquisite capabilities**
- Developing the right human capital for IW requires time and flexibility**
- Recent operations set a standard for an enduring approach**

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# NDS IW Annex Lines of Effort



## □ NDS IW Annex has 8 Lines of Effort

1. Institutionalize IW in Force Development and Design
2. **Transform our Approach to Human Capital**
3. Build Agile, Cost-informed and Resource-sustainable Approach
4. Control Tempo of Adversarial Competition
5. Adopt a Resource-sustainable Approach to Counter Violent Extremist Organizations (VEOs)
6. Improve Understanding of the Multi-Domain Environment
7. Foster Unified Action with Interagency Partners
8. Expand our Purpose-Built Network of Allies and Partners

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# Educational Implications



- ❑ Develop professional military education (PME) learning objectives as part of implementing the Irregular Warfare (IW) Annex to the National Defense Strategy (NDS)
- ❑ Place a higher priority on developing a baseline knowledge of IW across its entire workforce through PME and training at all levels
- ❑ Establish joint learning objectives for IW in PME, such that graduates will be able to operate effectively at both the operational and strategic level of warfare as strategically minded critical thinkers
- ❑ Four recommendations to achieve the goals of the NDS IW Annex and lay the foundation for a sustained JPME approach to IW and related activities:
  - Enhance Understanding of IW in Integrated Campaigning against both great power competitor and VEOs
  - Enhance Common Understanding of Irregular Warfare Capabilities and Concepts
  - Establish Methods to Deliver Instruction
  - Institutionalize Improvements

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# PME Objectives



## Specific PME objectives for IW include:

- The ability to comprehend the character of IW and IW mission sets at the operational and strategic level of war
- The ability to comprehend how both state and non-state adversaries employ IW to achieve their objectives
- The ability to comprehend the roles, responsibilities, authorities, capabilities, and requirements of other U.S. government departments and agencies in support of IW
- The ability to analyze and evaluate IW capabilities and concepts within integrated campaigning across the spectrum of conflict
- The ability to synthesize the role for IW in great-power competition, major combat operations, and post-combat consolidation, stabilization, and transition.

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# Way Ahead

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- Irregular Warfare – Security Force Assistance Executive Steering Committee oversee development of implementation plan and provide periodic briefs to the DepSecDef**
  
- Final implementation plan ~30 OCT 19**
  
- Integrate the implementation of solutions across the Departmental processes**
  
- Ask: That the MECC Direct the JFECC review the NDS and its IW Annex for educational implications' impact on JPME**

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BACK UP

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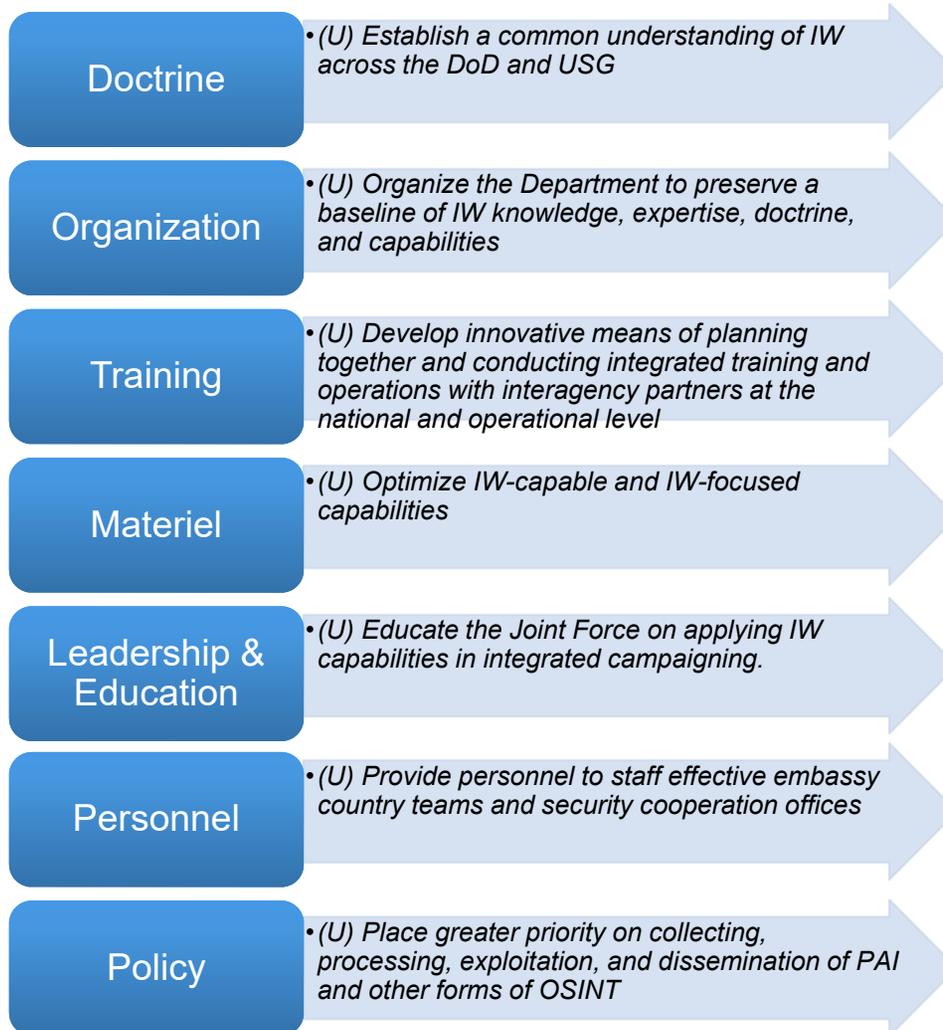
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# Implementation Mechanisms



## Sample IW Annex Objectives



NDS IW Annex has 8 LOEs and 39 supporting objectives

Objectives have implications across DOTMLPF-P

Majority of the outcomes from implementation will be policy related

## Implementation Processes



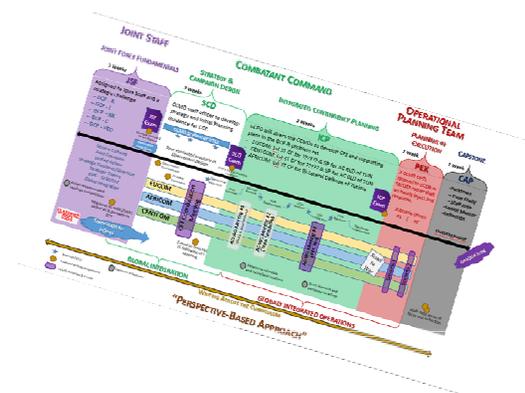
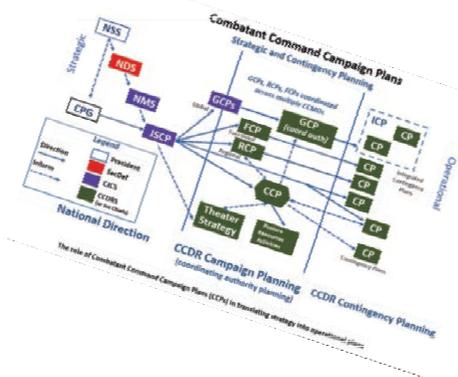
PME is one of many processes that will be used for coordination and implementation

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# JPME II

## A Perspective-Based Approach Around a GI/GIO Framework



## Global Integration and Globally Integrated Operations

MECC Working Group

Dr. Amie Lonas and AP John Ruedisueli

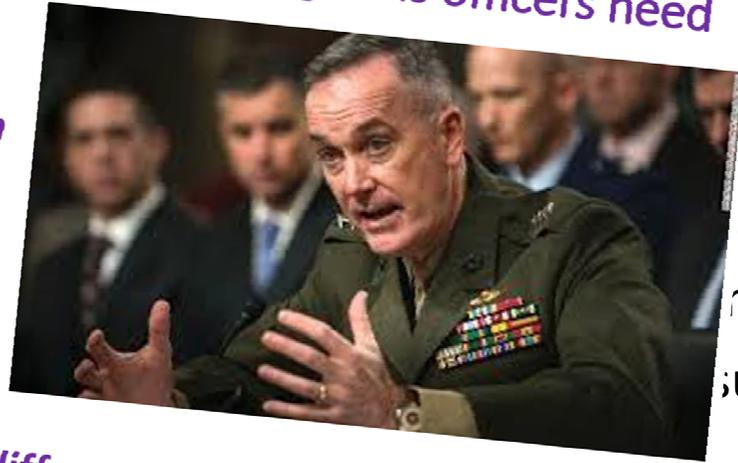
25 September 2019

The Family of Plans – Their relationships and how we might educate senior security professionals under an evolving JPME II construct

# Wh... to this point?

## Thoughts from the Chairman on thinking skills officers need

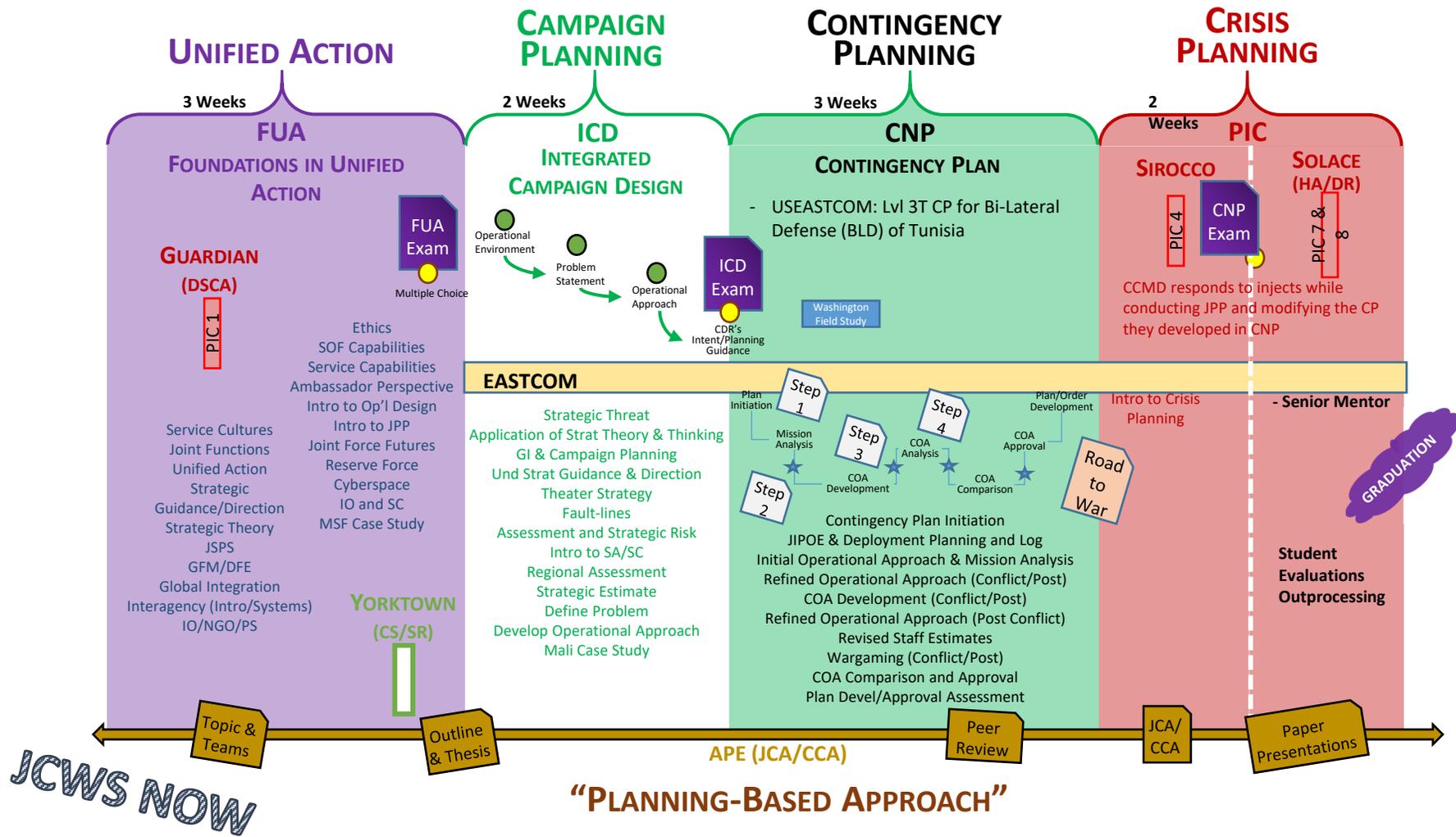
- Officers possess the ability to identify the **military dimension within a global strategic issue**.
- JFS They know how to...
  - **break down the issue**
  - **identify the problem**
  - **articulate the problem**
- NI
- NI



- Fa
- JI
- Officers are exposed to enough **different views to foster imagination** es
- Officers possess emotional intelligence - the **humility** to think there are different ways to look at problems and the ability to view issues through **someone else's perspective**.
- Officers understand that strategy is not simply Ends, Means, and... Strategy requires an **understanding**...

erations  
ment  
support of

The basic framework of JCWS was extremely robust and able to evolve the 10 week PLANNING focused curriculum into a PERSPECTIVE-BASED curriculum to highlight global integration and what that means at each level and for each level of command.



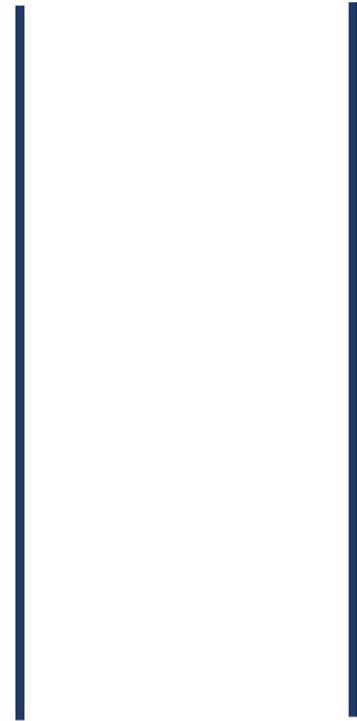
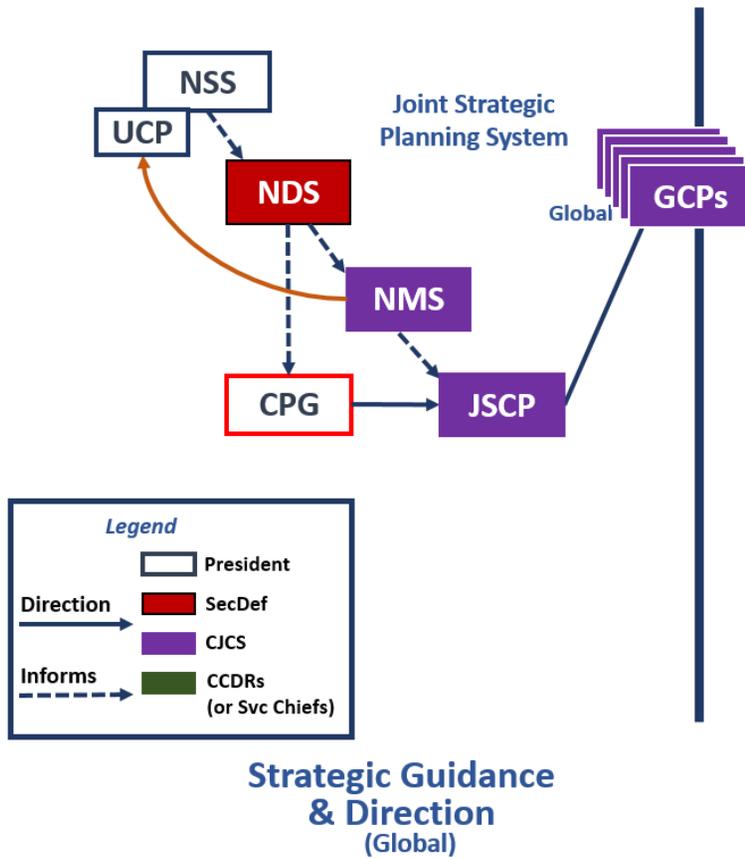




# Combatant Command Campaign Plans

## Strategic and Contingency Planning

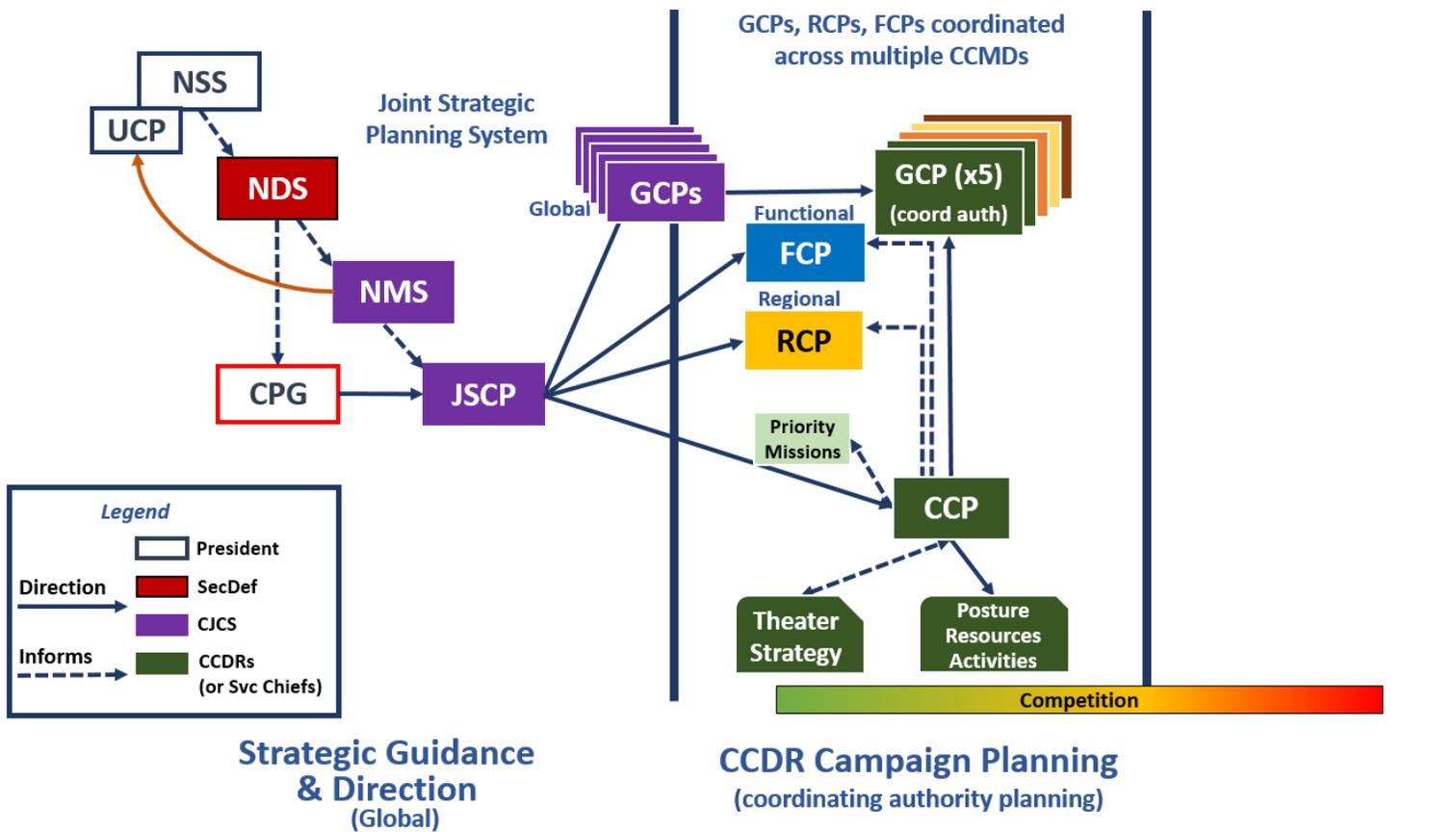
The role of Combatant Command Campaign Plans (CCPs) in translating strategy into operational plans



# Combatant Command Campaign Plans

## Strategic and Contingency Planning

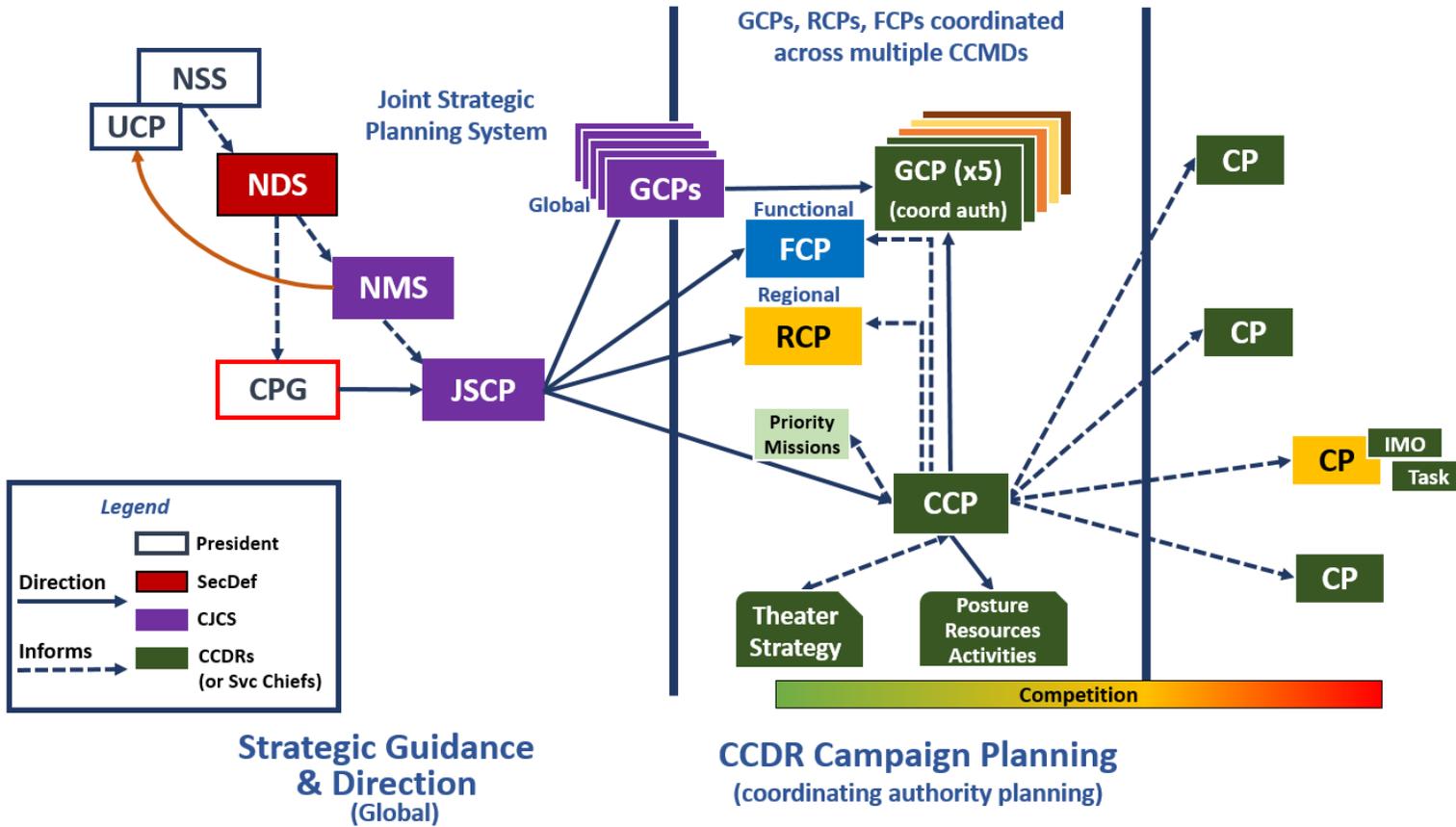
The role of Combatant Command Campaign Plans (CCPs) in translating strategy into operational plans



# Combatant Command Campaign Plans

## Strategic and Contingency Planning

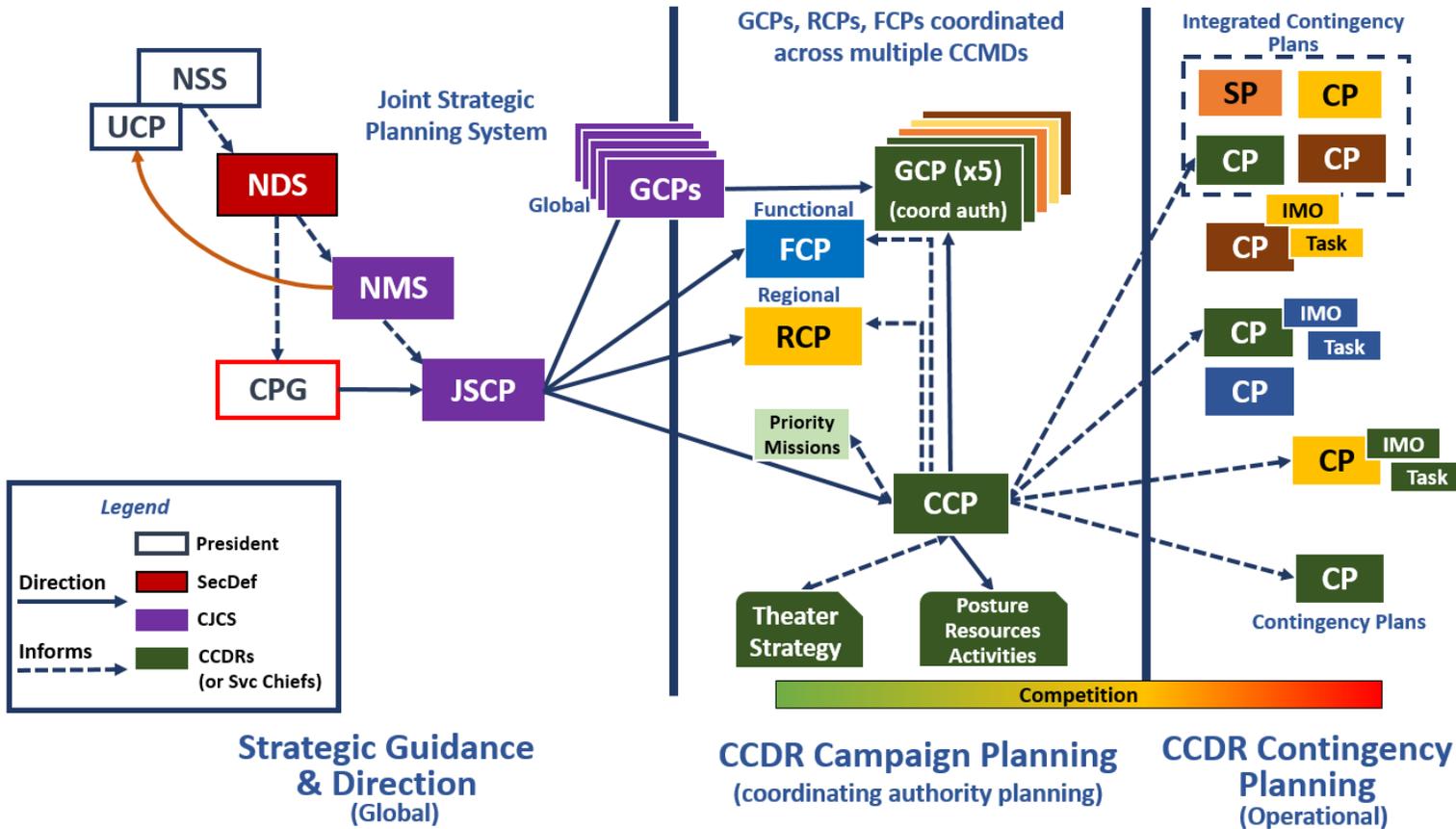
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# Combatant Command Campaign Plans

## Strategic and Contingency Planning

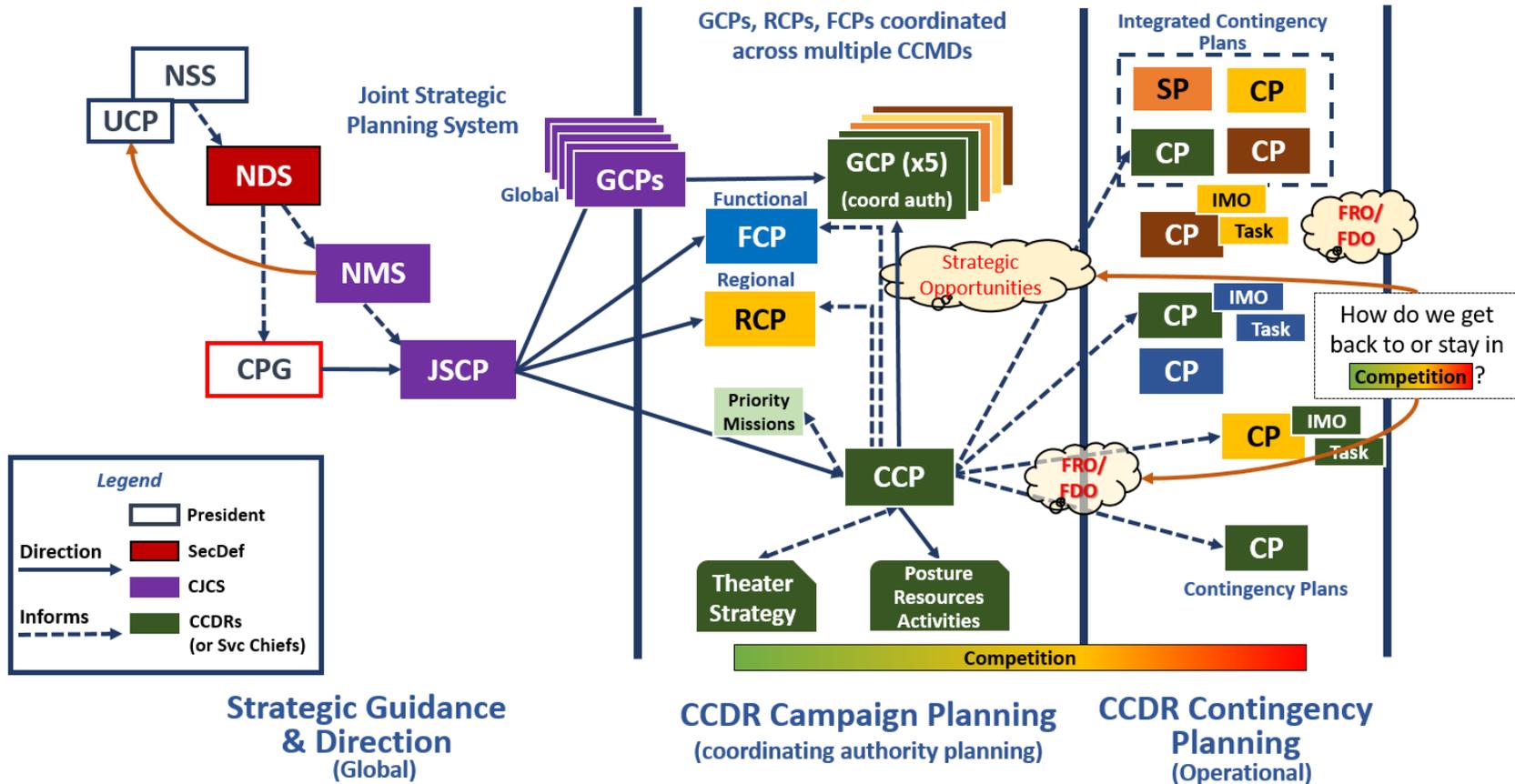
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# Combatant Command Campaign Plans

## Strategic and Contingency Planning

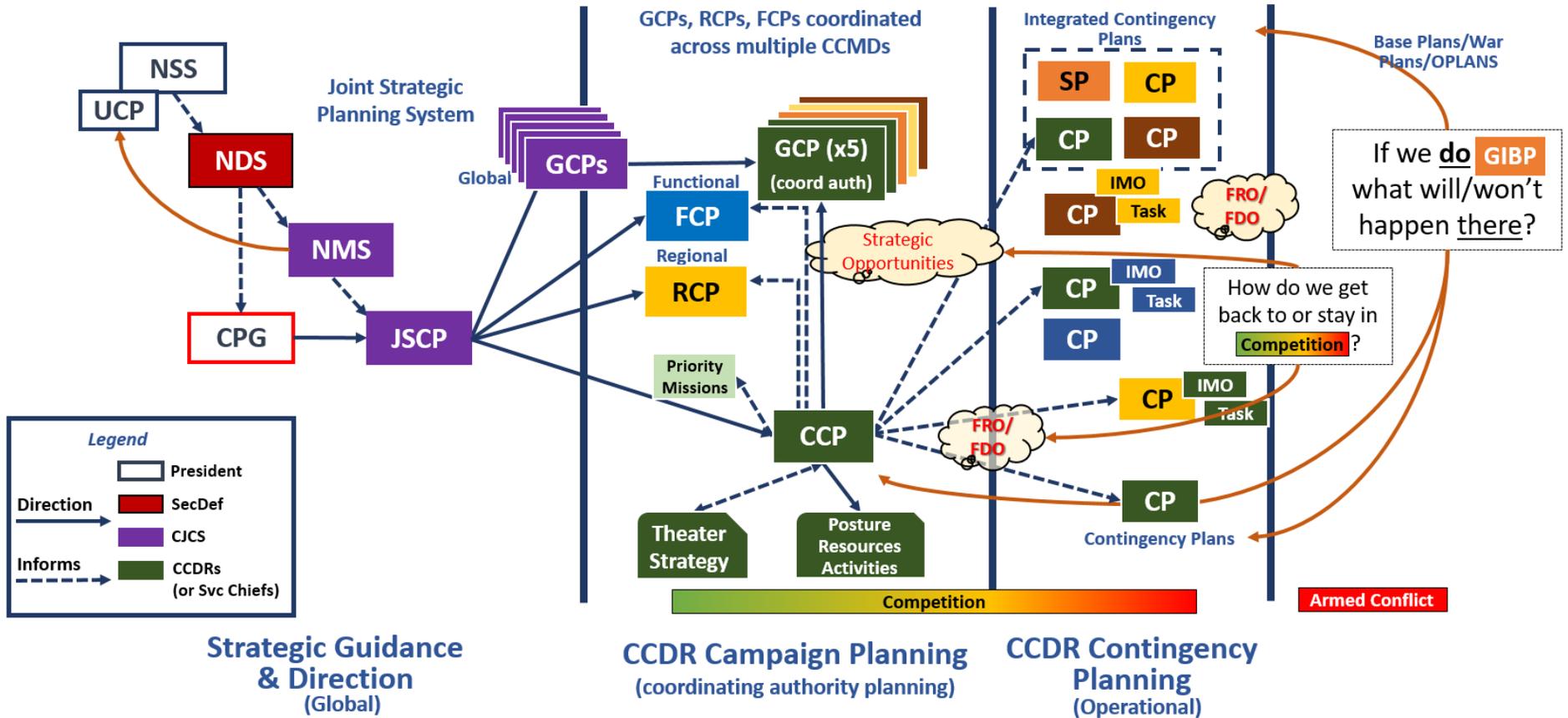
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# Combatant Command Campaign Plans

## Strategic and Contingency Planning

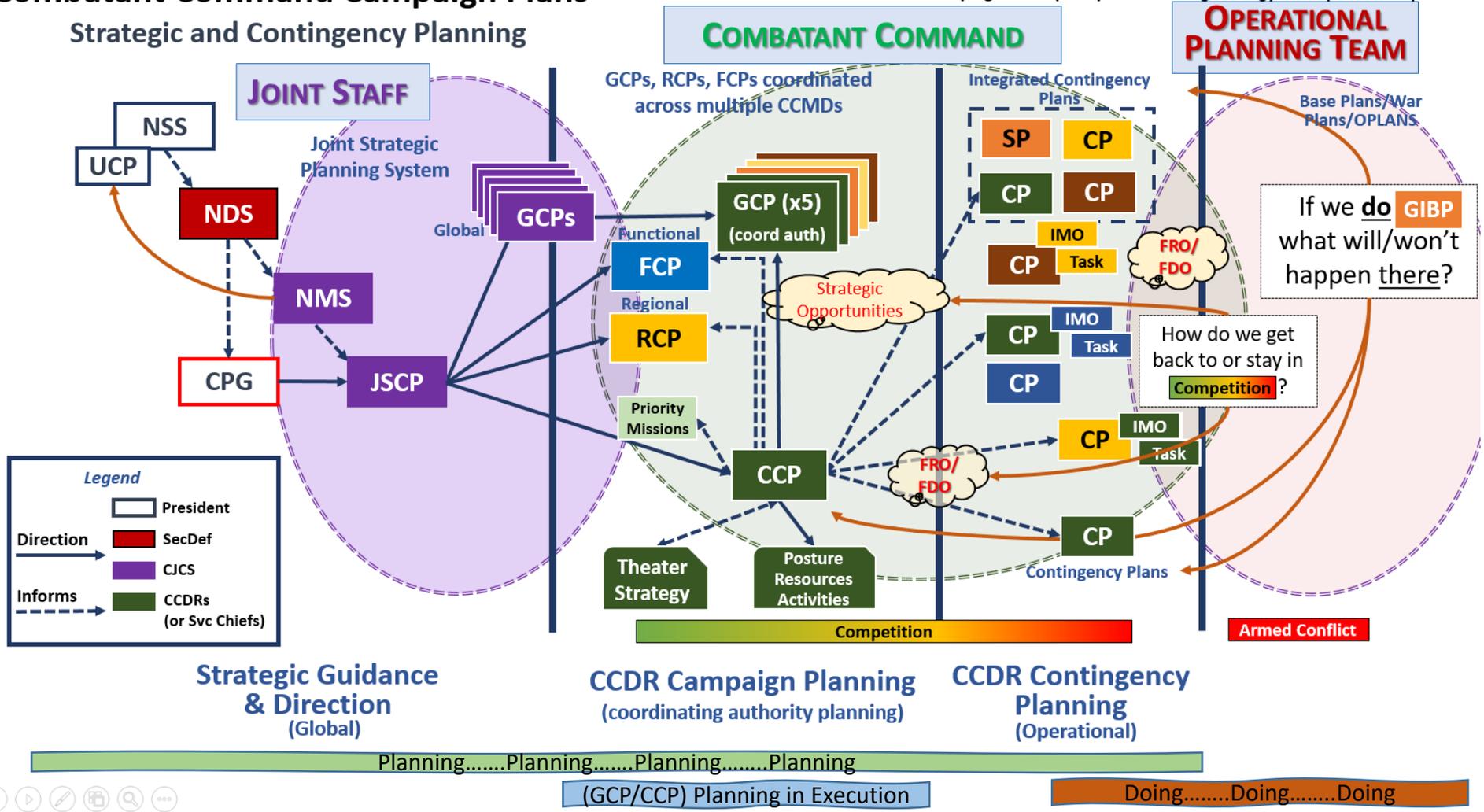
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# Combatant Command Campaign Plans

## Strategic and Contingency Planning

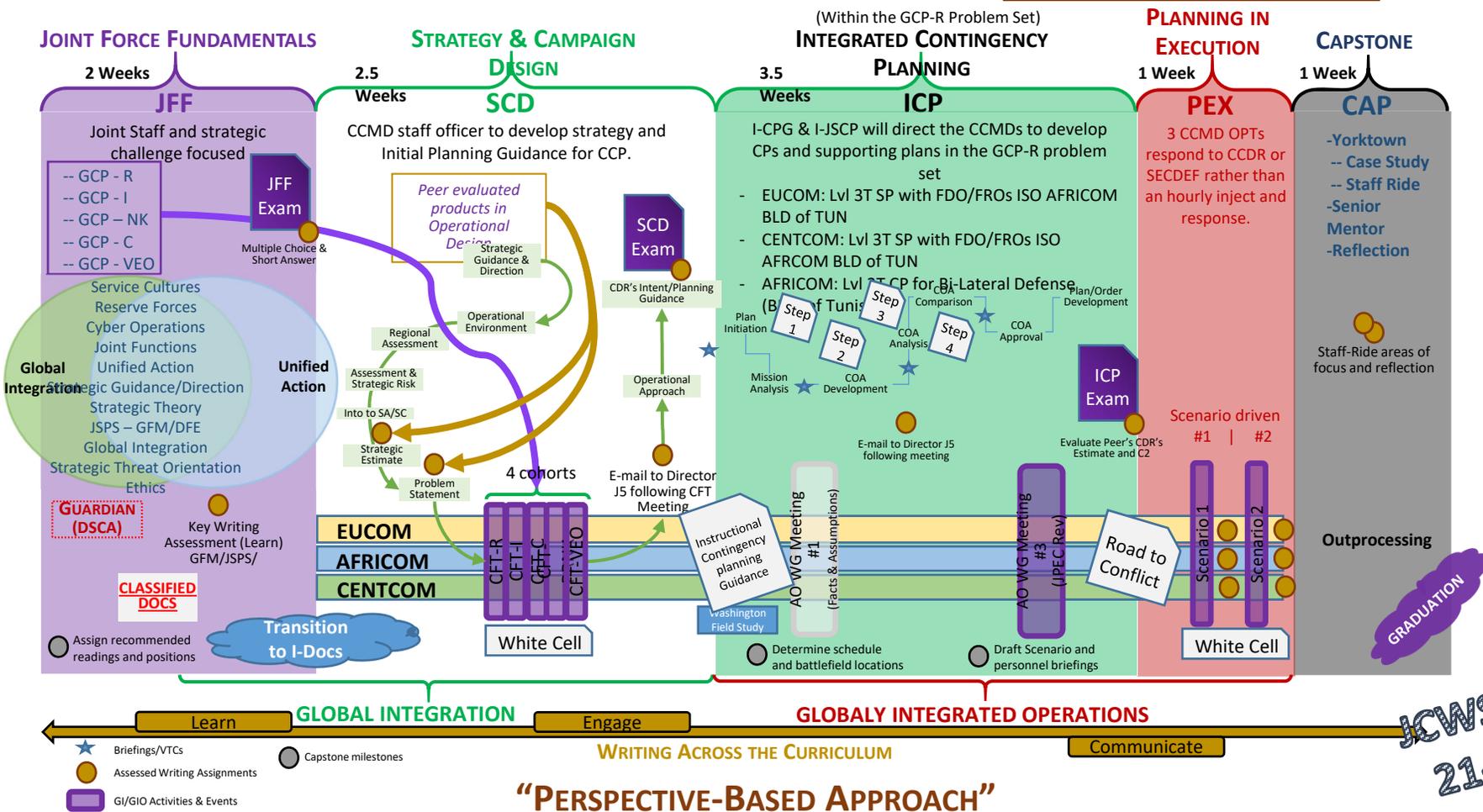
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# JOINT STAFF

# COMBATANT COMMAND

# OPERATIONAL PLANNING TEAM

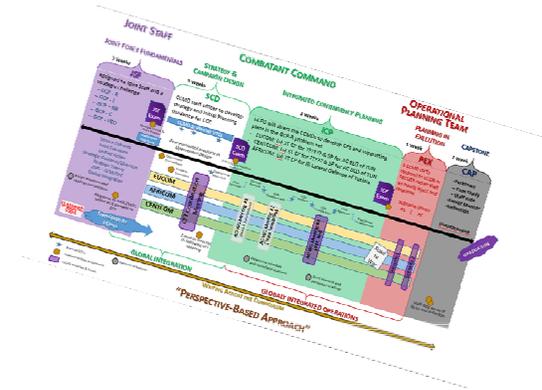
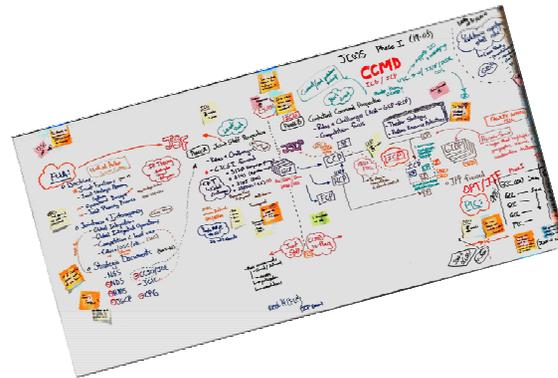
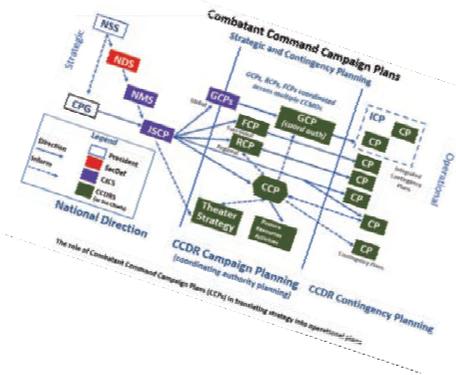


JCWS-R  
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# JPME II

## A Perspective-Based Approach Around a GI/GIO Framework



## Global Integration and Globally Integrated Operations

MECC Working Group

Dr. Amie Lonas and AP John Ruedisueli

25 September 2019

The Family of Plans – Their relationships and how we might educate senior security professionals under an evolving JPME II construct





## Draft PLOs (Current Guidance & OPMEP F)

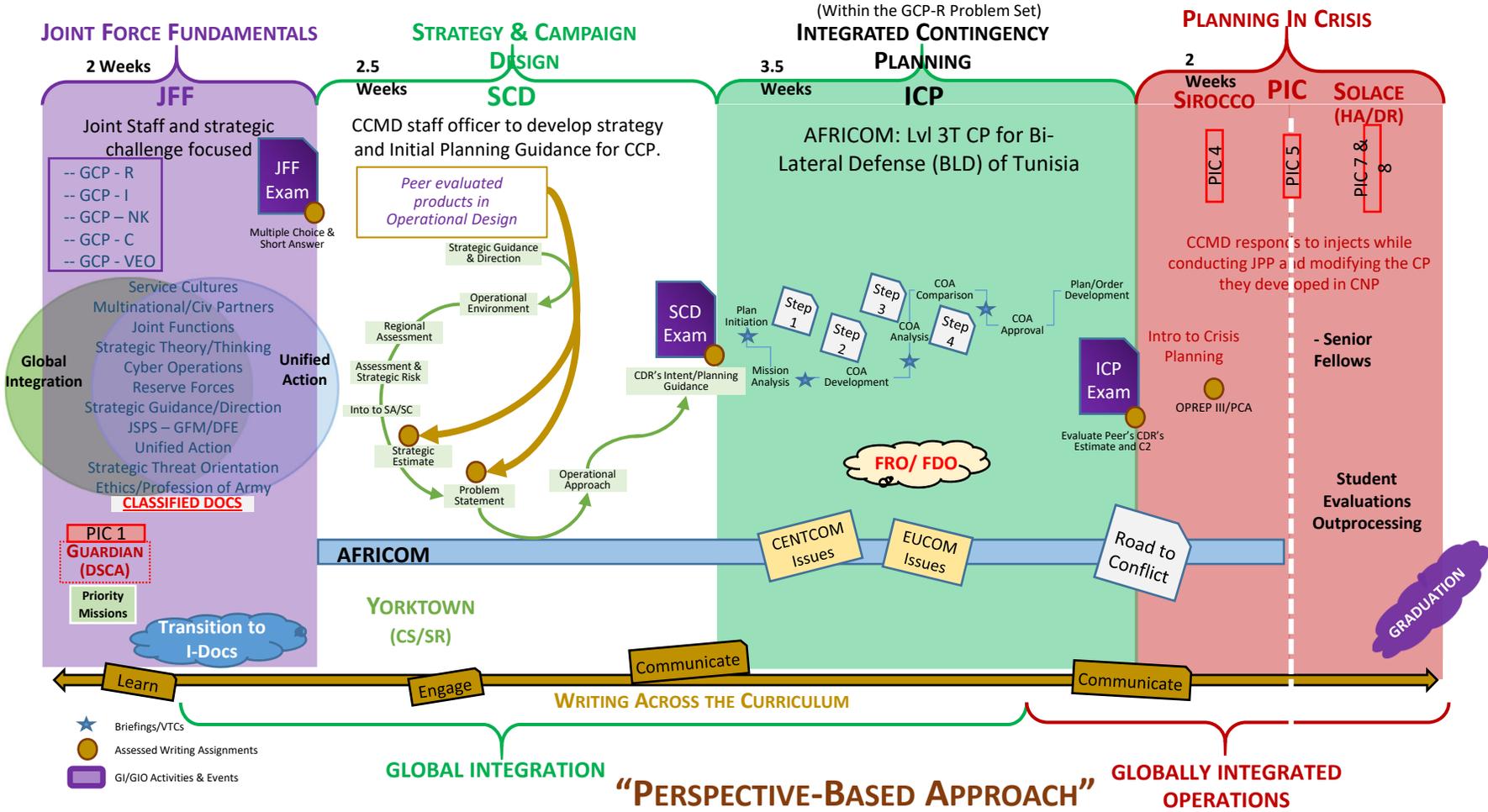


- PLO 1: **APPRECIATE** the value of diverse attitudes and perspectives to include joint, interagency, and international partners in the achievement of national objectives.
- PLO 2: **INFLUENCE** joint planning efforts and convey critical analysis (oral and written) to leaders/decision makers, using rhetorical practices and knowledge in a manner that compels action appropriate to the audience and context.
- PLO 3: **COMBINE** the creativity of operational art with the analytical and learning methodology of operational design into an effective operational approach *that considers the capabilities and authorities of all partners*.
- PLO 4: **APPLY** the Joint Planning Process (JPP) as the framework to develop theater strategies and integrated operations in line with the context of the contemporary security environment.
- PLO 5: Critically **EVALUATE** joint planning efforts with a justifiable rationale in light of strategic guidance, the contemporary security environment, and ethical decision making.

# JOINT STAFF

# COMBATANT COMMAND

# OPERATIONAL PLANNING TEAM





# Program Updates

25 September 2019

## Agenda

1. Navy
2. Army
3. Air Force
4. USMC
5. NDU
6. Defense Academy UK
7. Australian Defense College



# Naval War College

- **“Big Navy” Items of Interest:**
  - Education for Seapower (E4S) Efforts
  - Naval Community College (NCC)
  
- **Key Personnel Changes:**
  - New President: RDML Shoshana S. Chatfield, USN
  
- **Ongoing Efforts and Challenges**
  - Expanded gaming in the classroom
  - CJCS Globally Integrated Wargame host
  - Tenure / Faculty Senate update
  - Budget



THE UNITED STATES ARMY WAR COLLEGE

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# United States Army War College

COL Jeff Settle

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STRENGTH *and* WISDOM



# THE UNITED STATES ARMY WAR COLLEGE

## AY 20 and Beyond Changes-Innovation



### **Main Effort for AY20 – Major Change through Integrated & Concurrent Curriculum**

- Complete redesign and flow for AY20
- Improve student learning outcomes and promote synthesis across core courses via thematic integration
- Informed by on-going assessment of best practices across academia and private sector
- Move oral comp exam to after electives
- Require Limited Scope Application for SSC (AY20/AY21 mix)
- Continued Focus on “Smart” Army SSC Selectee Distribution

### **Research Efforts**

- Revamped research focus and synchronization effort for Army-Joint efforts
- Expand student research project deliverables to mix of paper and other products to support collaboration, accessibility and impact

### **Establish Applied Communication and Learning Lab**

- Improve ability to make logical arguments, influence and impact - develop skills and competencies for both faculty and students
- Focus on credible, clear, and engagement communication for decision-makers
- Numerous dual-benefit partnership opportunities (UPenn- Wharton and Annenberg School for Communication, ...)

### **Support Learning for Others - Develop Continuous Learning Certificate Program/Courses using Best of DDE/Resident Mix**

- Opportunity to use How Army Runs, leadership seminars, etc., to educate interested military and civilians to help enable successful performance in strategic-enterprise and operational roles

Final AY20 Curriculum will be Greatly Influenced by On-going Outreach effort (Best of Education, Private Sector, Others....)  
What Don't We Know, Who is Innovating, What Can we learn from them, what can they learn from us – Expand Partnerships



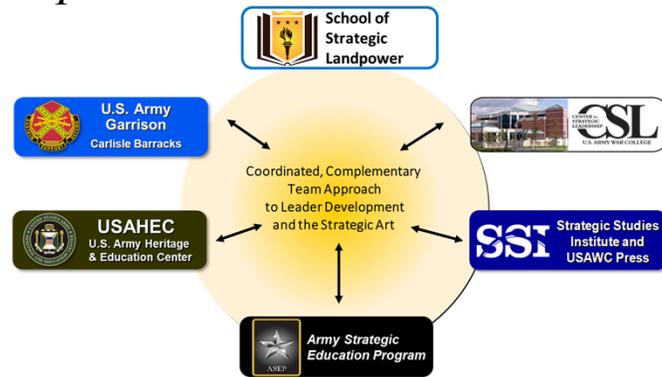
# THE UNITED STATES ARMY WAR COLLEGE

## Opportunities – USAWC for the 2020s-30s



Where the Army (and others) Comes to Think, Learn and Connect

**Aspiration and Institutional Academic Vision:** The nation's institution of choice for the teaching of strategic leadership. The global thought leader on the strategic application of Landpower



Effectively synchronize the activities of the SCIs in the effort to build the premier institution for educating strategic leaders in the world. The AWC's unique structure allows the institution to engage and research the past/history (AHEC), the present (SSL and SSI) and the future (CSL) more comprehensively and effectively than sister PME institutions and civilian executive education programs



### New Academic Building as an Opportunity

- Are the outcomes we produce and the way we choose to operate overly influenced by our current physical environment?

- Create a facility that showcases the value of our Leaders and Ideas
- Provide flexibility to adapt to evolving educational methodologies

The Proactive Army Think Educational Think Tank - Aggressively conduct research, publish, engage in discourse, and wargame; generate ideas and test strategic concepts as the "Army's Think Tank" & expand outreach to identify synergies and partnerships



**AMERICA'S ARMY**  
OUR PROFESSION – STAND STRONG



**CGSC Update for the MECC WG**  
**-- September 2019**



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

- Masters in Operational Studies (MOS) for all resident CGSOC students meeting program standards.
  - A professional master's degree to complement the existing research master's degree (Master in Military Art and Science / MMAS).
  - Target availability: AY 2020-2021.
- Bachelor of Arts in Leadership and Workforce Development for qualified graduates of the 10-month resident Sergeants Major Course (SMC).
  - First 110 degrees awarded at the June 2019 SMC graduation.
  - 104 AY 2019 students still working on degree requirements.
  - 369 members in AY 2019-2020 SMC class currently pursuing the BA.
- Upgrade in CGSC faculty credentials requirements has resulted in more highly qualified faculty hires during spring and summer 2019.



# MECC-WG September 2018





# Air University



- Enterprise
- AWC
- ACSC
- eSchool



# Updates



- **Command/Leadership Changes**
  - AU Commander and President: Maj Gen James Hecker nominated for promotion to Lt Gen and AU Commander and President
    - Lt Gen Cotton is departing to be Deputy Commander of Global Strike Command
  - AU Vice Commander: Maj Gen Brad Sullivan assumed command of LeMay Center for Doctrine Development and Education in July and role as AU Vice Commander
    - Maj Gen Rothstein retired with 31 years of service
  - AU Chief Academic Officer: Dr. Mark Conversino assumed leadership in July.
- **Regional Accreditation Reaffirmation**
  - Submitted response report to On-site Visit in August
  - Quality Enhancement Plan: Leadership and Ethics Across the Continuum of Learning
    - Integrated framework for leader development across a career
    - Plan: Develop curriculum, integrate in curriculum, develop case studies (repository), and conduct researcher-practitioner collaborations
    - Two articles published: Journal of Character and Leadership Development; Air and Space Power Journal
- **Educational Program Review**
  - Program level review process to support assessment/effectiveness and data-driven decision-making.
    - Quality/Effectiveness of: Program Outcomes (Curriculum); Faculty; Students; Academic/Student Support; Resources; External Reviews; Future Initiatives
    - Completed baseline cycle in July
- **Technology**
  - AULED: AU Learner Environment Design
    - Concluded Yearlong BPA Review and Documentation of enterprise processes for SIS, IMS, and LMS
  - Three Core Tools:
    - Student Information System: Contract Pending
    - Institutional Management System: Tk20 by Watermark
    - Learning Management System: Canvas
  - Additional Tools
    - AU Online Survey Tool: Qualtrics XM
- **Public School Initiative**
  - Collaboration with the Alabama State Department of Education, the surrounding City and County school systems and Alabama High School Athletics Association
  - Purpose--Expand education options for military dependents, explore ways to improve local public education



# Issue/Concerns



- DoDI 1322PB -- Awaiting All Volumes and Clarification/Guidance/Expectations
  - General Intent is appropriate.
  - Reviewed consolidated version of Volume 1.
  - Time is required to review, evaluate and apply appropriately
  - Requires extensive coordination between Service Secretaries, Service Headquarters, ME Institutions and Personnel
  - Key Concerns Volume 1
    - Definition of ME (Para. 1.3 (c); Para. 1.3 (d))
      - From Service entry to Service exit
    - Definition of a Program
    - Overlap/duplication of OPMEP
    - Reporting requirements and OPMEP (Para. 4.3 (4); Para 5.2)
      - Align with the OPMEP? Duplicate the OPMEP? Or, distinct from OPMEP
    - Reporting Requirements and Data Elements (Para. 4.3 (4); Para. 4.5 (b.); Para. 4.4 (c.); Para 5.2)
      - Standard template across all Services?
      - “Right” data for the “right” questions?
      - Multiple reporting requirements from all services without standard templates increases the difficulty of compiling and analyzing at the Service and DoD level.
      - Manpower requirements to meet reporting requirements
    - Reporting Requirements and Standardized Criterion (Para. 4.3 (4); Para. 4.5 (b.); Para. 4.4 (c.); Para 5.2)
      - Specific to program? Same across all programs? (Joint Schools, Service Schools, Fellowships, Civilian Education, and Developmental Assignments)
      - Who will define?
    - Reporting Requirements and Timelines (Para. 5.2)
      - Annual in DoDI versus Biennial for OPMEP
      - Manpower requirements to meet reporting requirements
    - Selection (i.e. Admissions) standards for students in all ME (Para 1.2d)
      - Board Selection? Admissions Test?
    - Program Completer Tracking and Individual Performance Data (Para. 4.5 (b.); Para. 4.4 (c.))
      - Track what? For how long? What follow-up assessments?
      - Where is Individual Student Performance recorded? What is recorded? Who owns it?
      - Who tracks post-Me assignments? Who reports this?
  - Many areas require further engagement.
    - Any variation in the definitions, standards, criterion, data elements, data collection, reporting, etc. affect the Service and DoD analysis of uniform, quality data on the delivery of ME programs.



# Issue/Concerns: DoDI Refs.



- DoDI 1322PB, Volume 1
- Para. 1.2 (d.) Develop **academic** and professional selection standards for students.....
- Para. 1.3 (c.) ME encompasses all PME, JPME, and PDO
- Para. 1.3 (d.) ME begins at Pre-commissioning/Basic Training/Employment and ends at separation.
- Para. 4.3 (4). Developing annual ME program review reports, outlined in Section 5, with standardized criterion to assess **every** program across joint schools, Service schools, fellowships, civilian education, and developmental assignments.
- Para. 4.5 (b.) **Track and follow-up** on assessments of **Service members' education** to improve the overall measurement and organization of Service talent. The results of these assessments should provide increased visibility on DoD-wide capabilities for sourcing, training, planning, and reducing risk.
- Para. 4.4 (c.) Ensure that **ME performance data for individual students** is reported to the appropriate Service personnel and manpower directorates to enable the effective use of ME performance information in talent-management processes, including the assignment and promotion processes.
- Para. 4.5 (a.) **Track graduates of ME opportunities to ensure post-ME assignments** specifically leverage the specialized knowledge, skills, and abilities mastered in the ME experience, unless there is a pressing, intervening requirement delaying such an opportunity.
- Para. 5.1 ME metrics and the systematic collection of data
- Para. 5.2 Military Services will identify a point of contact and designate the offices responsible for **compiling information and preparing annual reports for ME program reviews to ensure data consistency across their organizations. Variation in the methods used to collect data can greatly affect the analysis of uniform, quality data on the cost and delivery ME programs.**



# Air War College





# Joint Warrior Studies Seminar (JWSS)



Mission: Educate joint leaders in national strategy and integrated joint-campaigning with a focus on contemporary near-peer and future great power environments. Historical case studies, interactive-exercises and field studies highlight the art and science of war by connecting lessons from past wars to the competition continuum and future great power conflicts. JWSS graduates are able to plan, organize and lead all-domain, large-scale joint campaigns and operations, making them well-appointed to serve as future Joint Task Force Commanders and Joint Task Force Staff Officers.

#### Participation:

- 15 War College students (all services) chosen for their past operational experience or future potential to fill key positions in a Joint Task Force.
- SAMS and SAW Experience is highly desired.

#### Outplacement of graduates:

- Intent is to closely manage the assignment of Air Force officers with emphasis to joint planning and Joint Operational billets.

- “Modular” Approach to Curriculum Execution
- Faculty selected based on expertise in planning, leadership and design.
- Field study trips to European Theater of Operations, Shiloh, Shaw AFB
- JLASS Wargame (Middle East)

**Translate strategic direction  
and national command  
guidance into doctrinally sound  
theater campaigns and  
joint-operations to achieve  
strategic objectives in support  
of national interests.**





# Air Command and Staff College





# Air Command and Staff College



- Major Leadership Changes:
  - Commandant promoted: Brig Gen Evan L. Pettus
  - New Vice Commandant - Col Heather McGhee
- Faculty Status: 43 PhDs/122 Full Time Faculty (47/75)
- AY20 Students: 490
- Innovation and Outreach:
  - Developing deep neural networks for multi domain synchronization
  - Army Futures Command - MDO
  - University of Denver - Strategic Design/Duke University – MDC4ISR
  - USAFE - Dynamic Force Employment
  - AFRICOM/DTRA - Air Optimization



# Marine Corps University

## Initiatives

- Align with Commandant's Planning Guidance and Education for Seapower Initiative
- Expand social media capacity
- Grow Krulak Center for Innovation and Creativity
- Develop sponsored research program

## Challenges

- Troop-to-Task mismatch

## Key Personnel Changes

- BGen Jay Bargeron – President, MCU



# MECC WG Update

*Dunlap Hall*  
MCB QUANTICO, VA  
*1/14/10*



# MCWAR

**Director**  
(USMC Col)  
**Col Blair Sokol**

**Dean of Academics**  
Deputy Director  
(Title 10 PhD)  
**Dr. Chris Yung**  
AD-1701-09

**Associate Dean**  
(USN CPT)  
**LtCol Michael Byrne**

**Admin Program Mgr** **Ms. Carol-Anne Parker**  
GS-0340-11  
**Admin NCO** **Cpl Jose Gonzalez**

**JW**  
Course Director  
Reserve Component Chair  
(USMC Col)  
**Col Brian Cole**

**NS**  
Course Director  
(Title 10 PhD)  
**Dr. Tammy Schultz**  
AD-1701-07

**L&E**  
Course Director  
CJCS Chair / USAF Chair  
(USAF Col)  
**Col Kurt Mencke**

**WPS / ENP**  
Course Director  
(Title 10 PhD)  
**Dr. Jim Lacey**  
AD-1701-07

**DS**  
Course Director  
(Title 10 PhD)  
**Dr. Bill Morgan**  
AD-1701-07

**JW Instructor**  
USA Chair  
(USA COL)  
**Vacant**

**DIA Chair**  
NS Instructor  
**Ms. Danielle Marion**  
GG15 1701

**DOS Chair**  
DS Instructor  
**Mr. Michael Greenwald**  
FE-OC

Key  
**Active Duty Military**  
**Civilian**



# In Process Changes to Curriculum



- Additional case histories related to maritime operations, USN Composite Warfare, Naval Integration
- Special Areas of Emphasis (SAEs) addressed throughout revised curriculum
- Increased focus on writing (diagnostic, policy memos, graded journal entries, AARs, short iterative papers)
- War gaming under War, Policy, & Strategy Course
  - Thucydides (“Polis, Pericles”)
  - Civil War: (“For the People”)
  - World War I: (“July Crisis Practical Ex”, “Lamps Are Going Out”)
  - World War II: (“Casablanca Prac Ex”, “Triumph & Tragedy”)
  - Current: (“Next War Poland, Taiwan, Korea)
  - Future War: (“Pacific Surprise”)
- Continued shift in emphasis on Great Power Competition



Questions?

*Dunlap Hall*  
MCB QUANTICO, VA  
*W. J. Hall*



# Marine Corps Command and Staff College

---

- Initiatives
  - Exercise Continuum Refinement
  - Incorporate “Fight the Plan” into Capstone Exercise
  - Naval Integration (CPG) across Curriculum
  - Increase Gray Scholars/ASP offerings
- Challenges
  - Lack of Navy Students & Faculty (as in 2018)
- Personnel Changes
  - New Director, Colonel Thomas Gordon
  - Hiring Security Studies Faculty
  - Military Faculty, 50% turnover

UNCLASSIFIED



**Military Education Coordination Council  
Working Group**

Fall 2019

UNCLASSIFIED

## STUDENT NUMBERS

Students	AY18	AY19	AY20
Air Force	8	9	11
Army	10	18	8
Navy	3	5	5
Marine	0	0	2
Coast Guard	2	8	2
DoD Civilian	0	0	0
Total	23	40	28

- **AY19 was a high year; AY18 closer to historical average; Smaller overall NIU class contributes to smaller JPME numbers**
- **JPME students this year have the most equilibrium of service representation than any other year**
- **NIU JPME students are integrated in the overall student body for NIU's core courses needed for a master's degree; this puts them in contact with both a joint and interagency student population**

## COMMITMENT TO CHAIRMAN'S VISION: DEVELOP STRATEGIC THINKERS

### Chairman's Special Areas of Emphasis:

- **Return of Great Power Competition** 
- **Globally Integrated Operations in the Information Environment** 
- **Strategic Deterrence in the 21<sup>st</sup> Century** 
- **Modern Electro-Magnetic Spectrum Battlefield** 
- **Space as a Warfighting Domain** 
- **Ability to Write Clear and Concise Military Advice Recommendations** 

-  **In NIU curriculum**
-  **Partially in NIU curriculum**
-  **Not Currently in Curriculum**

## NIU Transition to ODNI

- NIU is currently a service of common concern for the US Intelligence Community, with the Defense Intelligence Agency as its Executive Agent
- NIU is in the process of transferring its operations and governance to the Office of the Director of National Intelligence in order to best serve the IC's rapidly evolving educational needs
- NIU's move to ODNI will enhance the education of its Department of Defense students by increasing the diverse perspectives from the whole of the IC that are so valuable in the NIU learning environment
- NIU will maintain its ability to grant Joint Professional Military Education Phase I credit, either by keeping its current accreditation or by becoming an JPME I equivalent institution

# UPDATES AT CISA FOR MECC WG FALL 2019



**Dr. R.E. Burnett,  
Dean of Faculty & Academics  
The College of International Security Affairs**

*Imagine, Create, and  
Secure a Stronger Peace...*



**NATIONAL DEFENSE  
UNIVERSITY**  
Washington, D.C.



# NEW LEADERSHIP



**Acting Chancellor – Ambassador Erica Barks-Ruggles,  
former US Ambassador to Rwanda**



# Significant Events



CISA is about to complete a new MOU with ASD SO/LIC for our CTIWFP program that houses our JPME II program.

# CIC Update to MECC-WG



**Tom Wingfield, Esq.**  
**Dean of Faculty/Acting Chancellor**  
**25 September 2019**

*Imagine, Create, and  
Secure a Stronger Peace...*



**NATIONAL DEFENSE**  
**UNIVERSITY**  
Washington, D.C.



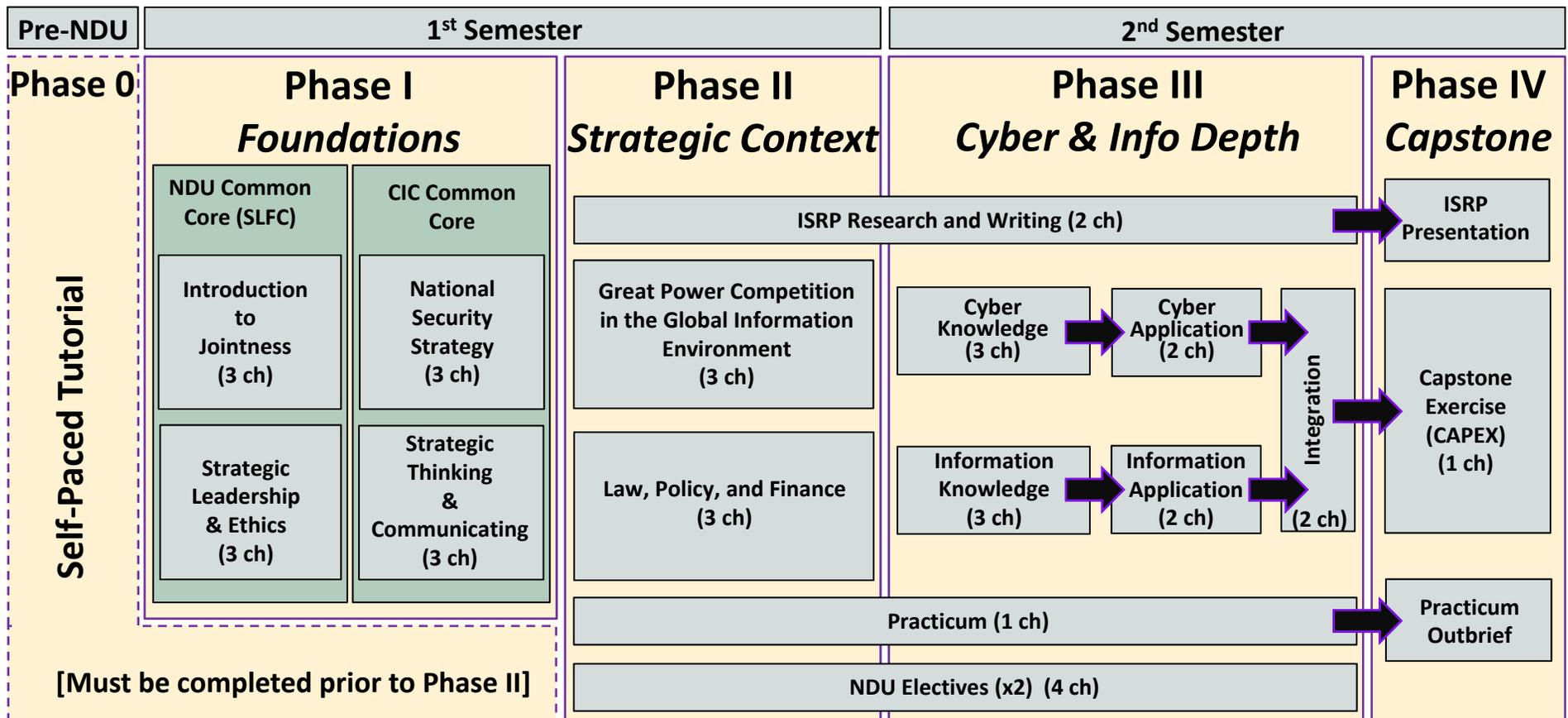
# CIC Update



- New MS Degree in Strategic Information and Cyberspace Studies to begin piloting in AY20-21 (next slide for details)
- Developing a robust, non-credit cyber fundamentals tutorial for Master of Science students
- JPME II Program Update
  - Unclassified pilot version of the program - total 30 students w/ 8 IFs
  - Demand signal from partners and allies for many more slots
  - Have started work to revise the CIC military faculty JMD to reflect 2015 MOA
- Working with DoD PCA, DoD CIO, and JS J6 on CIC requirements to support LOE 8 in the DoD Cyberspace Strategy Implementation Plan
- Re-Certifying as an NSA Center of Academic Excellence
- Started an Influence Warfare elective program at NDU
- Dr. Sutherlin received a \$5M grant for a research project with DoD's Combating Terrorism Technical Support Office with with the UK MoD's Defence Science and Technology Laboratory called Concept Lens
  - Directly leveraged into elective courses and new MS Degree
  - Having to fight through the bureaucracy for executing the grant funds – a VERY convoluted and unfriendly process.



# Strategic Information and Cyberspace Studies MS Degree





BACK UP SLIDES



# Agenda



## ***Update on CIC's Critical Objectives\*:***

1. Transform curriculum to meet the challenges of the future information and security environment.
2. Provide tailorable programs to meet the needs of various stakeholders and prospective students.
3. Cultivate student learning through innovative technology in the classroom.

*\* Based on CIC's Strategic Plan submitted to NDU leadership 31 October 2018*



# 1. Transforming CIC's Curriculum: MS Degree (1 of 2)



Designing new MS degree in Strategic Information and Cyberspace Studies for JPME II and DoD CIO Cyber Workforce:

- ✓ Designed using input from broad stakeholder base including international partners
  - ✓ Aligns with *NSS*, *NDS*, and *NMS*
  - ✓ Directly addresses the deficiencies identified in the *JMNA 2018*
  - ✓ Meets requirements to support DoD CIO IAW *DoDD 8140.01*
  - ✓ Meets the forthcoming requirements articulated by DoD PCA/CIO/JS J6 in LOE 8 of the *DoD Cyberspace Strategy Implementation Plan*
  - ✓ Directly addresses the requirements for the Joint Force articulated in the *CCJO 2030*
  - ✓ Aligns with the *CJCS Vision for PME & Talent Management*
  - ✓ Aligns with the new (pre-decisional) OPMEP-Foxtrot JPME learning outcomes
  - ✓ Agile design supports demand for classified and unclassified instruction
  - ✓ Scalable to accommodate increased enrollment from international partners
  - ✓ Modular design enables delivery in a variety of formats (e.g. 10 month resident and 2 year online based on Army War College model)
- Pilot offering starts in AY 20-21 (MSCHE requires pilot offering prior to accreditation)
  - NACIQI and Department of Education approval projected in 2021



# 1. Transforming CIC's Curriculum: MS Degree (2 of 2)



## Program Learning Outcomes:

1. Evaluate national strategies and joint campaign plans informed by an analysis of the global security environment
2. Create cyberspace strategies for achieving national security objectives
3. Create strategies emphasizing the information instrument of national power
4. Apply principles of strategic leadership, including creative and critical thinking, decision-making, communications, and ethical conduct
5. Evaluate the principles of joint operations, joint military doctrine, joint functions, and emerging concepts



## 2. Provide Tailorable Programs



***“What does every NDU graduate / joint warfighter need to know about cyber and information?” -- VADM Roegge***

1. Developing a robust, non-credit cyber fundamentals tutorial for Master of Science students prior to Phase II:

- ✓ Offered to admitted students prior to enrollment at NDU (Phase 0)
- ✓ Self-paced and asynchronous
- ✓ Pre-test to allow experts to bypass modules
- ✓ Could be used by broader NDU and PME enterprise to deliver cyber fundamentals education

2. Redesigning graduate certificates in Information and Cyberspace:

- ✓ Direct alignment with the *CJCS Vision for PME & Talent Management*
- ✓ Fulfills requirements as an NSA Center for Academic Excellence
- ✓ Meets requirements for *DoDD 8140.01*
- ✓ Meets the forthcoming requirements articulated in the *DoD Cyberspace Strategy Implementation Plan*
- ✓ Aligned with *NSS, NDS, and NMS*
- ✓ Directly address the weaknesses identified in the *JMNA 2018* and the requirements for the Joint Force articulated in the *CCJO 2030*
- ✓ Cohort-based with flexibility to deliver via resident, hybrid, on-site, and online
- ✓ Scalable to accommodate increased enrollment from international partner countries

3. Seeking to expand the offerings of elective concentrations to increase opportunities for all NDU students to increase their understanding of information, cyberspace, and the critical technologies that shape the application of power.



## 3. Cultivate Student Learning and Innovation



1. CIC is collaborating with the UK MoD's Defence Science and Technology Laboratory and the US DoD's Combating Terrorism Technical Support Office for a research project called *Concept Lens* (under the direction of CIC faculty Dr. Gwyneth Sutherlin).

- ✓ Supporting the Joint Concept of Operations in the Information Environment, the project proposes to enhance existing technologies for information operations that will contribute to culturally nuanced machine learning techniques
- ✓ \$5 Million total grant award
- ✓ Opens new opportunities for faculty and student scholarship

2. Experiential Cyber and Information Learning Labs/Ranges: CIC is currently working with NDU CIO to formalize requirements for experiential Cyber and Information Learning Labs/Ranges.

3. Need NDU priority investment and support of labs/ranges:

- ✓ SecDef and CJCS guidance emphasizes more experiential learning and wargaming – our labs and ranges are critical for doing this
- ✓ Potential to support NDU's contributions to the Joint Force Development and Design Center (JFDDC) through collaboration with INSS, JFSC and the DJ7
- ✓ Currently, labs are de-commissioned; even if activated they are outdated and cannot effectively support the student learning required to achieve the necessary intellectual overmatch for successful globally integrated operations
- ✓ New MS degree plan assumes funding and support of labs for active learning, effective pedagogy, and learner engagement between Colleges and beyond NDU
- ✓ Labs/ranges support MSCHE Standard III (Design and Delivery of the Student Learning Experience) and Standard VI (Planning, Resources and Institutional Improvement)



## NWC Update AY 20



- ✓ Dramatic increase emphasis on great power competition (GPC) throughout curriculum
- ✓ Adding 5 day exercise on Globally Integrated Operations in spring w/ significant emphases on Combatant Commands and Doctrine
- ✓ Adding German-U.K. GPC and link WWI (6210)
- ✓ Adding international humanitarian law (6310)
- ✓ Adding ethics, law, profession arms (6310)
- ✓ Refining exercise on Russia (6310)
- ✓ Initial graded strategy on China (6000)
- ✓ Dedicated days for Joint Doctrine readings and discussions in seminar

*Dwight D. Eisenhower School  
for National Security and Resource Strategy*

**MECC WG**  
***Eisenhower School Update***  
*25 September 2019*



# *ES Leadership Changes*



- **Deputy Commandant –**
  - Ambassador Virginia Palmer – August 2019
- **Associate Dean of Faculty and Academic Planning –**
  - Dr. Brian Buckles – August 2019
- **Chairman of the Joint Chiefs of Staff (CJCS) Chair Nominee—**
  - Colonel Nathan Mooney, USAF

# ES Academic Calendar AY 2019-20

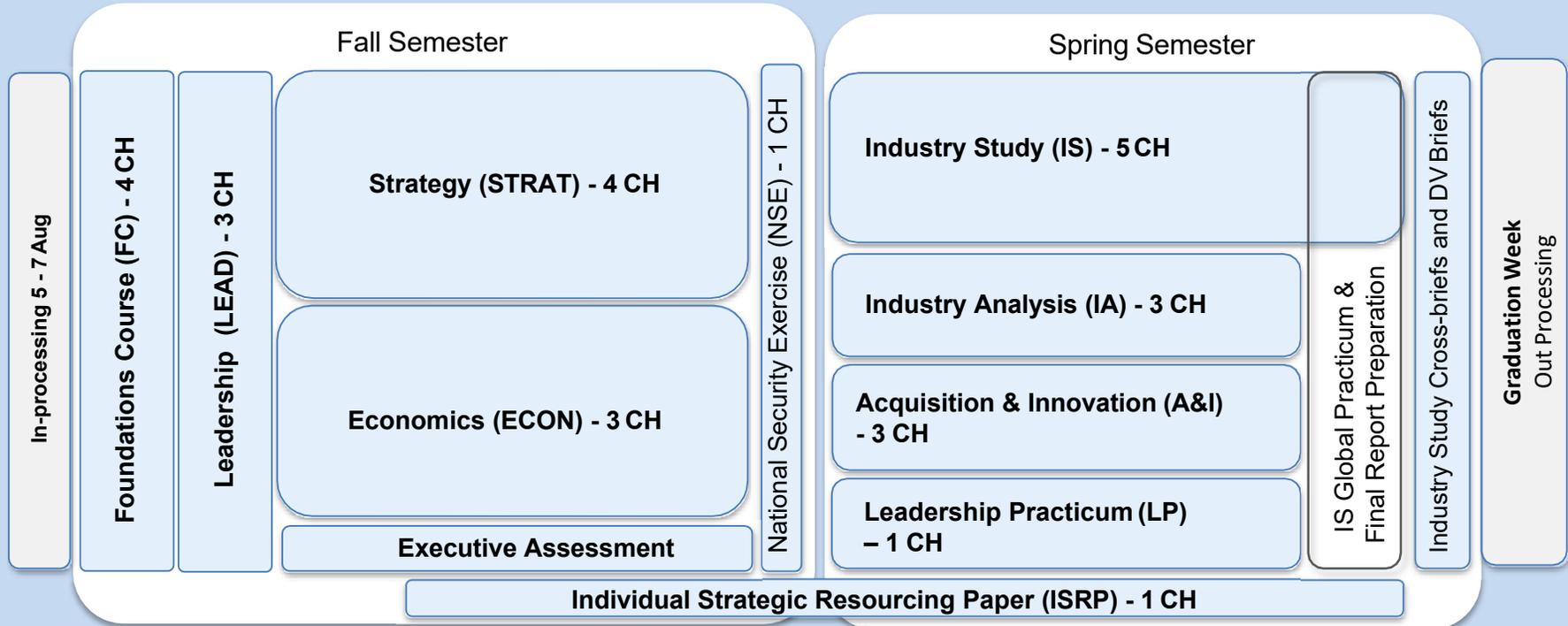


## Eisenhower School Academic Curriculum

05 Aug 2019

21 Dec 2019  
– 05 Jan 2020

11 June 2020



- NDU-wide Elective Program
- Concentration Programs - 2/4 CH
  - Senior Acquisition Course (SAC)
  - Supply Chain Management (SCM)
  - Long-Term Strategy (LTS)
  - NDU Research Scholar
- NDU Electives – 2 CH

- NDU-wide Elective Program
- Concentration Programs - 2/4 CH
  - Senior Acquisition Course (SAC)
  - Supply Chain Management (SCM)
  - Long-Term Strategy (LTS)
  - NDU Research Scholar
- NDU Electives – 2 CH

**Total Credit Hours (CH)**  
32 CH minimum



# AY20 Leadership (LEAD) Lesson Laydown



Lesson #	Lesson Title	Type (S, L, CS, Ex)	Hours
SLFC-1	Stewardship of a Profession: Ethics, Knowledge, Theory & Practice	S, EX,CS	3
SLFC-12	Reframing Leadership	L, S	3
SLFC-13	Executive Assessment & Development Program (EADP)	L, S	3
<b>Module I: Inter-Organizational Cooperation</b>			
SL-1	OCAI: Org Culture Assessment Instrument	L, EX	3
SL-2	MSAI: Management & Leadership Skills Assessment Instrument	L, EX	3
SL-3	Polycentric Networks	L, EX	3
<b>Module II: Adaptive Challenges and Sensemaking</b>			
SL-4	Design & Wicked Problems	L, EX,CS	3
SL-5	Critical and Creative Sensemaking	L, EX,CS	3
SL-6	Designing Meaning: Leadership	L, EX	3
SL-7	Designing Meaning: Metaphors	L, EX	3
SL-8	Designing Meaning: Paradigms	L, EX	3

Lesson #	Lesson Title	Type (S, L, CS, Ex)	Hours
<b>Module III: Policy Entrepreneurship</b>			
SL-9	Political Decision Making: Practice and Theory	S, L	3
SL-10	Political Decision Making: Causality	S, CS	3
SL-11	Political Decision-making: Cuban Missile Crisis	S,EX	3
<b>Capstone Exercise</b>			
SL-12	Capstone Exercise		4.5

Besides ES faculty, guest lectures included:

- Dr. Ronald Heifetz, Harvard University
- Mr. Philip Gilbert, General Manager, IBM Enterprise Design Thinking
- RADM (Ret) Michael Browne, Hurricane Katrina
- Mr. Robert McDonald, Vice President, IBM Support Transformation, Training, and Globalization,
- HASC & SASC Staffer Panel Discussion
- Dr. Jacob N. Shapiro, Princeton University
- Dr. Phillip Zelikow, University of Virginia

# Industry Studies (AY2020)



- Space & Counter Space
- Missile Defense
- Land Domain
- Air Domain
- Sea Domain
- Undersea Domain
- Nuclear Triad Command & Control
- Electronic Warfare/Electromagnetic Spectrum
- Cyber Domain/Advanced Computing
- C4ISR
- Bio-Tech
- Energy
- Organic Industrial Base
- Global Agility
- **Munitions**
- **Strategic Human Capital**
- **Strategic Materials**
- Emerging Technologies



Land Domain



Cyber Domain  
Advanced Computing



Emerging Technologies,  
IBM Semiconductor Foundry



Defence Academy  
of the United Kingdom

# Defence Academy

**Head Senior Faculty and Assistant Commandant (Land)**  
Brigadier Ian Mortimer

20 Sep 19

# Scope

- **Context and the case for change**
  
- **Approach**
  - **Vision**
  - **Ends**
  - **Ways**
  - **Means**

# The Context and Case for Change

- Transformative societal changes
- Rapid technological advancement and proliferation
- Changing strategic environment from erosion of state sovereignty to challenges to the RBIS
- Character of war and conflict changing, distinguished by increasing complexity, instability, uncertainty and pervasive information
- Distinction between war and peace blurring typified by persistent and multi-faceted competition from both state and non-state actors
- So what?
  - Traditional competitive advantage is being eroded
  - Technology (5G/AI/QC/IOT) will be an essential element of competitive advantage but needs harnessing
  - Nature of war not changing – fundamentally a political and a human activity so..
  - War, conflict and competition remains a contest of ‘minds’ therefore we need to establish and then hold the intellectual edge to gain a competitive advantage but...
  - Approach to PME has remained largely static and anchored in the industrial age

# Approach to PME

- **Vision**
  - ‘Developing the intellectual edge for success on operations and leadership in government’
- **Ends**
  - Dependent of the Chiefs’ level of ambition – currently nothing off the table – and supports Defence’s purpose
  - Fit for the information age
  - Support the new career structure with emphasis on increased individual responsibility for professional development
- **Ways**
  - Embed continual innovation, adaption, and responsiveness
  - Transform Defence Academy into a true intellectual knowledge development and exchange campus with the Centre for Defence Research and Analysis at its core
- **Means**
  - Transform organisational structure to deliver a ‘One Academy’ approach
  - Leveraging modern educational delivery methodologies



AUSTRALIAN  
DEFENCE FORCE

# ADC Update for MECC Working Group – 25 September 2019

*Delivering the Intellectual Edge for our Future Force*



Joint Capabilities Group | AUSTRALIAN DEFENCE COLLEGE



# MECC WG Update Points

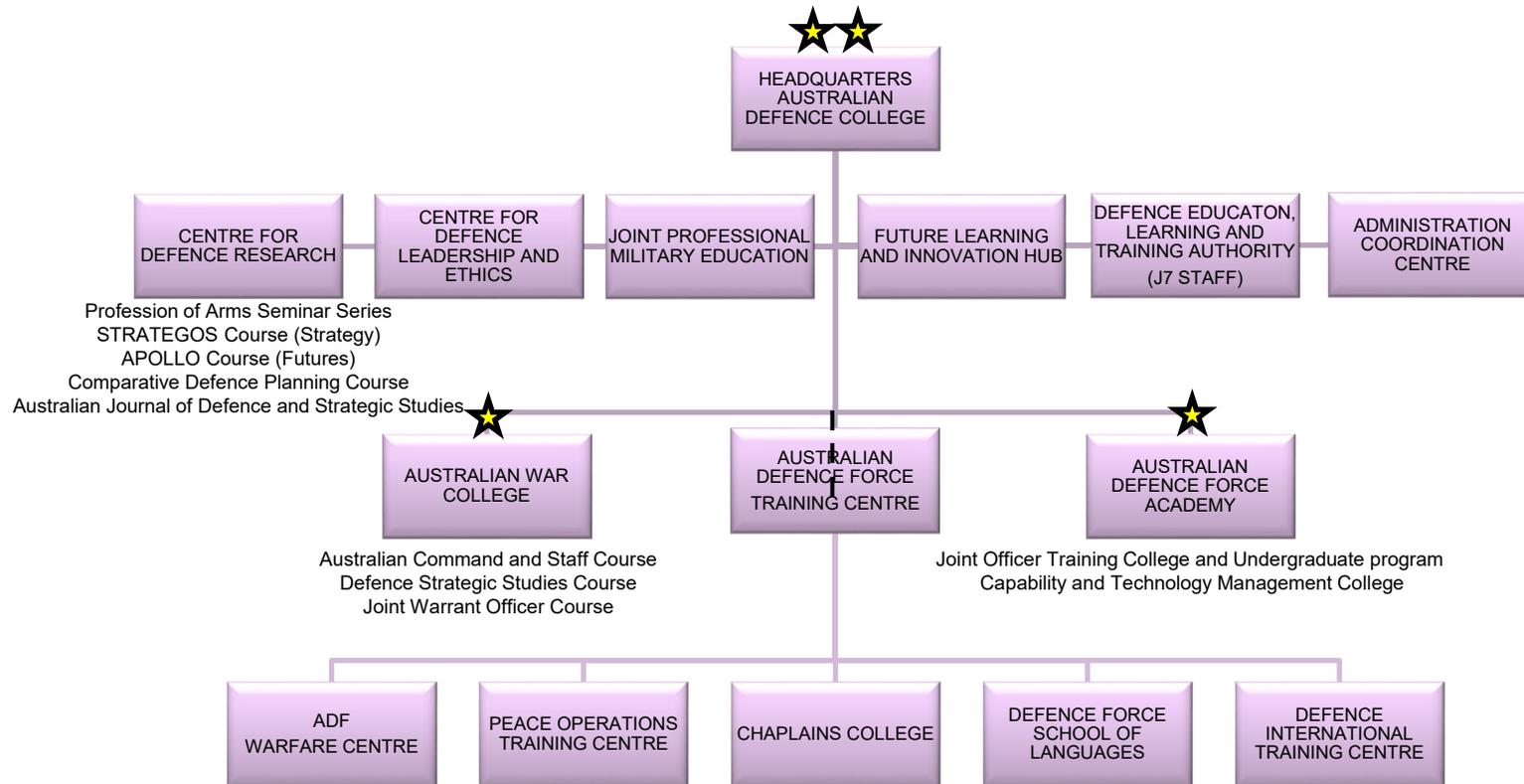
- Organisational and C2 Changes
- New projects and development
- New focal areas of study and seminar series



# ADC Reorganisation

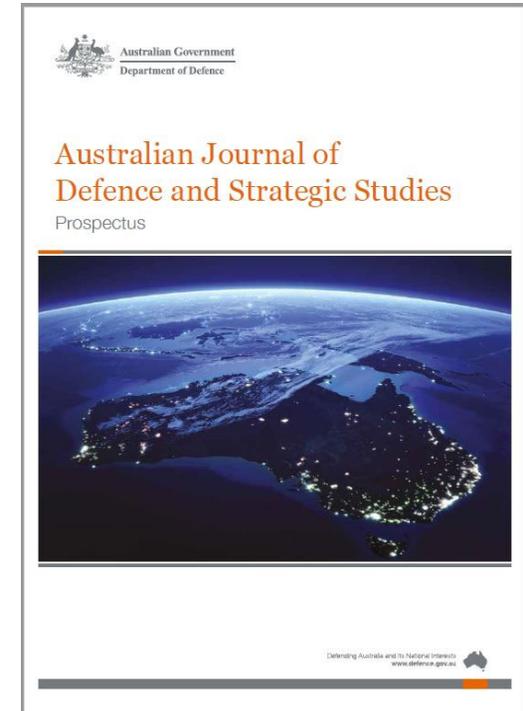
- Interim phase
  - Created War College and Joint Training Centre
  - Specialist Branches for Research, JPME and Future Learning
- Ability to take on more Foreign Students and ADF
  - Policy Guidance: double the number of foreign trainees
  - 10% rise in ADC foreign students, similar in ADF numbers
  - Limited by facilities and faculty
- War College Command change in 2020
  - CDRE Richard Boulton, RAN





# Developments and Projects

- Australian Journal of Defence and Strategic Studies
  - Peer reviewed journal from late 2019
- Centre of Defence Research
  - Develop a small research and think-tank within ADC
  - Grey Chair established
- Senior Officer Education Study (COL(E)+)
  - Creation of Senior Officer School
- Joint Warrant Officer Continuum
  - What are the PME needs for senior enlisted personnel
- Education through war games
  - Where and how can they be used in JPME
- Capability and Technology analysis
- Profession of Arms Seminar/Conference Series



# Development Areas

- Improving Technical Literacy and Futures Thinking
  - Advanced Technology for Strategists (Senior Course)
  - Advanced Technology for Operational Artists (Staff Course)
  - Apollo Course (Futures and Technology)
- Strategic Logistics and Preparedness
  - Defence Strategic Logistics and Sustainment
  - Mobilisation
- Joint Warfighting
- Cyber and Information Warfare
- Cognitive Development



# Seminar Series 2019

- 6 Jun: Future Joint Leaders 2030
- 21-22 Aug: Strategy and Future of War Conference
- 3 Oct: Science Fiction and Warfare



The Australian Defence College presents

## STRATEGY AND THE FUTURE OF WAR CONFERENCE

A new era of strategic competition and the future of joint warfare

**21-22 AUGUST 2019**

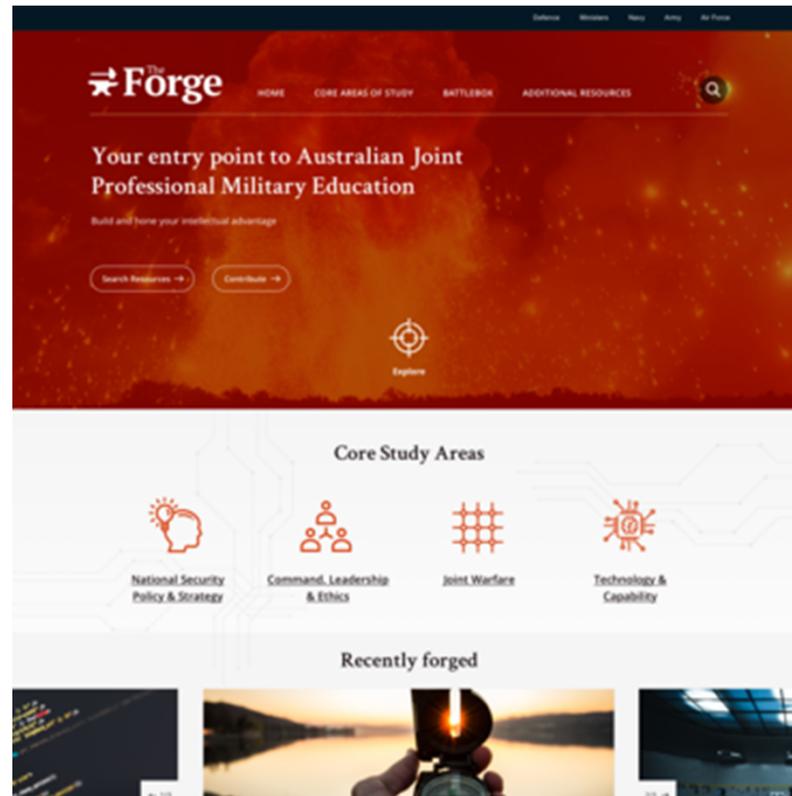
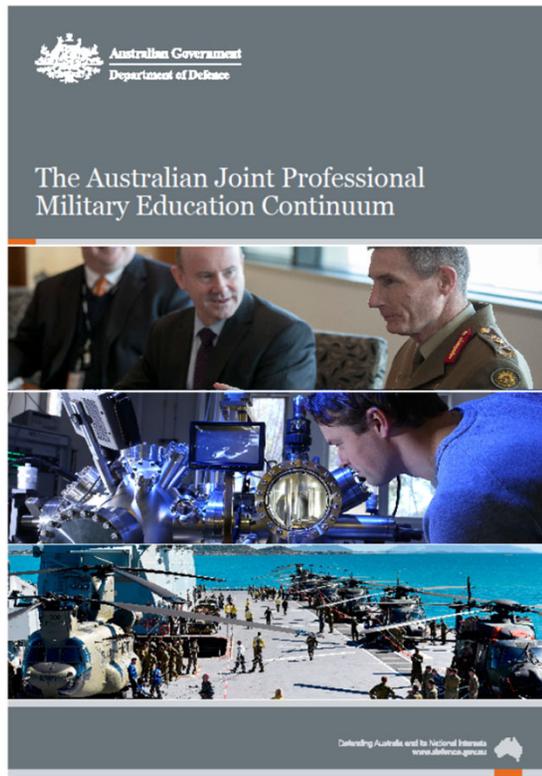
Adams Auditorium  
Australian Defence Force Academy

To register  
Follow the below link:  
[www.eventbrite.com/e/australian-defence-college-strategy-and-the-future-of-war-tickets-59361012386](http://www.eventbrite.com/e/australian-defence-college-strategy-and-the-future-of-war-tickets-59361012386)

Further information  
Please email [adc.events@defence.gov.au](mailto:adc.events@defence.gov.au)



# Other Work



# Faculty Study Opportunities

- ADC happy to host those who would like to conduct research in relevant areas warfighting, Indo-Pacific, Futures, etc
- Provide workspace and support

