



# The Army University Strategy

1 December 2023



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## Foreword

Since the publication of the last Army University Strategy on 1 April 2020, the education and training synchronization and alignment across the Army has proven to be successful for the academic enterprise. Army University continues to provide the policy and governance oversight that enables our Army to train and educate agile and adaptive professionals who will win our Nation's wars.


During the last three years our Army has moved toward a multidomain capable force which Army University has continued to evolve the academic enterprise. Informed by the Army Campaign Plan, TRADOC Campaign Plan 5.0, CAC Command Guidance, and existing 2020 strategy; ArmyU leadership facilitated a collaborative OSA in August 2022 to examine organizational strengths to sustain and opportunities for growth; creating a foundation of shared understanding for internal and external stakeholders to build upon. The strength of Army University is the collaboration, synchronization, and provision of academic governance and innovation for the academic enterprise. ArmyU maintains informal relationships as a partner with Centers of Excellence (CoE) as subordinates to the Combined Arms Center. CoE's have designated roles toward the advancement of PME as it pertains to proponent capabilities, constituting the largest combined PME throughput for the Army (CCC, NCOES and WO technical). The five following imperatives guide the formation of this strategy:

1. Advance the educational enterprise for our Army as the champion of PME and CES.
2. Define and calibrate what Army University is for to internal and external stakeholders to create shared understanding of our identity across the Army. Create a clear, easily recognizable vision and essential mission through a strategic framework.
3. The policy and governance within Army University requires scrutiny, emphasis, and endorsement to propel modernization initiatives/direction within PME and CES. The Army Learning Concept (ALC) is the spark that should provide legitimacy for transformation / modernization initiatives. The Army Learning Coordination Council (ALCC), with supporting committees and sub-committees, is the vehicle that TRADOC uses to synchronize activities across the continuum of learning.
4. Accurately and realistically forecast resource requirements in terms of risk to mission/force while anticipating a resource constrained environment.
5. Optimize talent management.

The Army University Strategy 2023 provides an opportunity for continuing to develop the education and training profession in support of building the Army of 2030. This strategic vision, the three lines of effort: Develop Leaders, Modernize, and Influence, describes our ongoing efforts to sustain the path to reinforce the proven practice within the educational enterprise.

I am proud and honored to serve as the Army University Provost, Combined Arms Center Deputy Commanding General and the Deputy Commandant Command and General Staff College. Our educational mission at Army University is vital to the Army, its Soldiers, and our Nation.

Educate to Win!

  
David C. Foley  
Brigadier General, USA  
Army University Provost

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# Introduction

## The Army University Enterprise

On 8 June 2015 (HQDA EXORD 214-15), establishment of the Army University “*realigns and maximizes the potential of Army institutional education and training elements, improving integration and synchronization of active and reserve component enlisted, warrant, commissioned, and Army Civilian learning programs to prepare today’s leaders for tomorrow’s complex operating environment. Army University is the vehicle enabling senior leaders’ vision to transform current learning systems (Education and Training) to produce more agile, adaptive, and innovative Soldiers, Army Civilians, and leaders across the Total Force.*” Since its inception in 2015, Army University continues this charter nested under the Secretary of the Army, TRADOC and CAC to *DEVELOP LEADERS, MODERNIZE (Drive Change), and INFLUENCE (Steward the Profession)* in a focus towards Army 2030 in a multidomain capable force that fights and wins the nation’s wars. This charter requires a well-developed organizational strategy with the understanding of factors that influence it.

As an overarching concept, the Army University system involves all the Army’s educational efforts, including TRADOC and the Combined Arms Center (CAC) Centers of Excellence (CoEs), along with the Army War College and the United States Military Academy as independently governed academic institutions. Additionally, Army University incorporates civilian educators and institutions through initiatives such as the Leavenworth National Security Consortium that promotes collaboration among member institutions to identify new education and professional self-development opportunities for students and faculty and encourages research and scholarly writing in national security affairs.

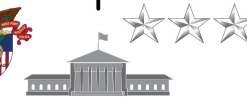
Army University is the execution arm that falls under the leadership of the Army University Provost, who serves concurrently as the CAC Deputy Commanding General, and also as the Deputy Commandant of the Command and General Staff College (CGSC) at Fort Leavenworth, KS. The Army University Provost serves as the proponent and lead of the Army Learning Coordination Council, synchronizing education activities and modernization across the Army. As the Provost, this officer is responsible for the long-term continuity, excellence, and vitality of the Army University’s academic programs.



Army University Board of Directors  
(Led by the Secretary of the Army and the Chief of Staff of the Army)



Army University Chancellor  
Commanding General, U.S. Army Training and Doctrine Command (TRADOC)



United States  
Military Academy



Army University Vice Chancellor - Strategic Education  
Commandant, U.S. Army War College



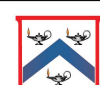
U.S. Army Recruiting  
Command



U.S. Army Cadet  
Command



Initial Military Training



Army University Executive Vice Chancellor — Training and Education  
Commanding General, U.S. Army Combined Arms Center  
Commandant, U.S. Army Command and General Staff College



U.S. Army War  
College



Private Business



Army National  
Guard Schools



JAG Legal Center  
and School

Public and Private  
Universities

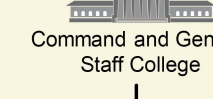
U.S. Army  
Reserve Schools

U.S. Army Medical  
Command

Special Warfare  
Center and School



Army University Provost  
Deputy Commanding General — CAC  
Deputy Commandant, CGSC



Command and General  
Staff College



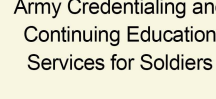
Western Hemisphere  
Institute for Security  
Cooperation



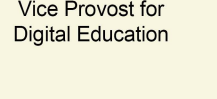
U.S. Army  
Warrant Officer  
Career College



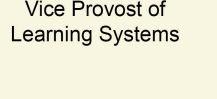
Army  
Management  
Staff College



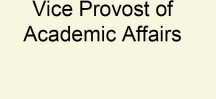
Army Credentialing and  
Continuing Education  
Services for Soldiers



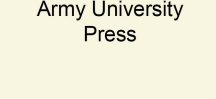
Vice Provost for  
Digital Education



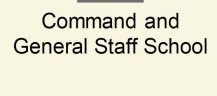
Vice Provost of  
Learning Systems



Vice Provost of  
Academic Affairs



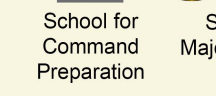
Army University  
Press



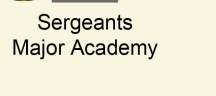
Command and  
General Staff School



School of  
Advanced  
Military Studies



School for  
Command  
Preparation



Sergeants  
Major Academy



Aviation Center of  
Excellence

Aviation  
School



Cyber Center of  
Excellence

Cyber  
School

Signal  
School



Fires Center of  
Excellence

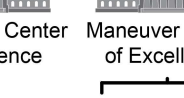
Field  
Artillery  
School

Air Defense  
Artillery  
School



Intelligence Center  
of Excellence

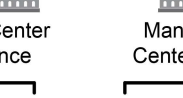
Intelligence  
School



Maneuver Center  
of Excellence

Armor  
School

Infantry  
School



Maneuver Support  
Center of Excellence

CBRN  
School

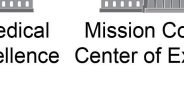
Engineer  
School

Military  
Police  
School



U.S. Army Medical  
Center of Excellence

Army Medical  
Department  
School



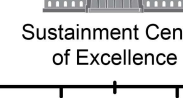
Mission Command  
Center of Excellence

Ordnance  
School

Quartermaster  
School

Soldier  
Support  
Institute

Transportation  
School



Sustainment Center  
of Excellence



NCO Leadership  
Center of Excellence



Defense Language  
Institute Foreign  
Language Center

**Legend**

- Command
- - - Coordination





Section of the Berlin Wall overlooking Smith Lake and Eisenhower Hall.

# **Chapter One**

The Army University  
Enterprise





# The Office of the Provost Directorates



**T**he establishment of the Army University system was a significant step in the continued professionalization of the Army. Army University accomplishes many of the learning core functions for the Army through the Office of the Provost directorates. These directorates provide the structure to support increasing the rigor and relevance of the Army's educational programs through broader accreditation, promoting greater collaboration with the nation's premier universities and colleges, and improving integration among Army schools.

As the security environment continues to evolve, Army University will deliver crucial educational requirements in advance of need, lead through innovation, and develop a culture that values life-long learning.

- Represent a greater investment in our Soldiers and Department of the Army Civilian Professionals through improved education that will increase competence, character, and commitment.
- Support growth and leader development across a career of service in the Army preparing competent leaders.
- Develop agile, adaptive, and innovative professionals through increased academic rigor.
- Support the Total Army with increased educational opportunity for Army National Guard and Army Reserve.
- Enhance the ability of Army professionals to integrate their military and civilian education receiving valid academic credit for their educational investment.
- Improve Soldiers' ability to transition into quality employment opportunities after their service promoting the "Soldier for Life" model.

The creation of Army University transformed one of the largest academic systems in the United States into a premier university system harnessing

the tremendous energy, experience, and intellectual capacity present throughout our Army, to produce professionals that the Nation will need for the complex and uncertain world of tomorrow. The Army University Office of the Provost provides a wide variety of functions to support this academic enterprise, and is organized into the following directorates:

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## The Vice Provost for Academic Affairs

The Vice Provost for Academic Affairs (VPAA) provides enterprise-wide learning governance and services in support of faculty and staff development, instructional design, and institutional research and assessment to advance the Army's learning processes and develop innovative and adaptive Soldiers and Civilians to fight and win in multi-domain combat operations. VPAA also chairs the Army Learning Coordination Council (ALCC) Learning Continuum Committee (LCC).

### VPAA Key Functions

- Proponent for faculty and staff development policy, qualification courses, continuing development, and recognition programs
- TRADOC's lead organization to identify and implement best practices in adult learning across the entire Army Learning Enterprise
- Proponent for the Common Faculty Development Program (CFDP)
- Proponent for the Faculty Development and Recognition Program (FDRP)
- Proponent for the Army Learning Areas and General Learning Outcomes (ALA and GLO)
- Proponent for Captain's Career Course common core

- Staff management of the critical requirements review process for PME common core
- Learning Enterprise subject matter expert for instructional design
- Proponent for the CAC-ArmyU Human Research Protection Plan
- Proponent for the CAC-ArmyU Research Program
- Proponent for the Army Learning Concept 2030-2040
- Editor of the Journal of Military Learning

## VPAA has three subordinate divisions

1. The **Faculty and Staff Development Division (FSDD)**- serves as the proponent for the Army's Faculty and Staff Development Program, including faculty qualification courses, to ensure instructors, facilitators, curriculum developers, managers, and support personnel have the basic skills to perform their jobs. FSDD also serves as the proponent for the Faculty Development and Recognition Program (FDRP) consisting of Army Instructor Badges (AIBs) for Basic, Senior, and Master instructors. Chairs the Army Learning Coordination Council (ALCC) Faculty and Staff Development Subcommittee (FSDS).
2. The **Instructional Design Division (IDD)**- provides instructional design expertise for the analysis, design, development, implementation, and evaluation (ADDIE) of officer, warrant officer, NCO, and Civilian Education System (CES) to ensure academic rigor and relevance. IDD manages PME common core requirements, develops Captains' PME curricula, and shares instructional design practices across the Army. Chairs the Army Learning Coordination Council (ALCC) Professional Military Education Subcommittee (PMES).
3. The **Institutional Research and Assessment Division (IRAD)**- conducts research, manages research programs, and oversees compliance with human research protections policy throughout CAC. IRAD provides expert technical assistance to support decision making and innovation across the learning enterprise. They also serve as the proponent for the Army Learning Concept 2030-2040, which describes a systematic approach to future learning and a common intellectual

framework to support the training and education of future Army forces. Chairs the Army Learning Coordination Council (ALCC) Learning Sciences Subcommittee (LScS).

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## Vice Provost for Learning Systems

The **Vice Provost for Learning Systems (VPLS)** develops, integrates, and synchronizes Army learning systems to further the development of the future learning environment conducive to the development of agile, adaptive, and innovative Soldiers for the Total Army. VPLS' main office is in Stotsenberg Hall, at Fort Leavenworth, KS, with the Enterprise Classroom Program located at Fort Eustis, VA.

### VPLS Key Functions

- Policy, governance, and analysis to support learning (training and education).
- Proponent and TRADOC lead for TRADOC Regulation (TR) 350-70 Army Learning Policy and Systems series.
- Responsible for the training and education development process.
- Functional proponent for the Training Development Capability (TDC).
- Conduct quality control of operational and institutional learning products.
- Centrally manage and execute the Enterprise Classroom Program (ECP) including classroom concept development, requirements validation for technology, design, engineering, installation, property accountability, and sustainment in support of approved instructional methodologies.
- Develop and manage the Army University Library System (AULS) to support integration, collaboration, and research across sixteen Army Academic Libraries.
- Identify emerging training and education capability requirements within 34 TRADOC Schools and Centers of Excellence, conduct gap analysis and define learning requirements to support modernization of Professional Military Education.

- Synchronize learning systems, processes, activities, initiatives, and promote learning best practices across the Army enterprise.
- Develop, integrate, sustain, and manage the training and education development process, policy, and governance documents.
- Establish the Enterprise Registrar System and develop and maintain the Student Management System to provide individual and collective audiences with access to learning records and competency frameworks to inform developmental needs.
- Chair the Learning Modernization Committee (LMC) and Policy Guidance Oversight Committee (PGOC) in support of the Army University Army Learning and Coordination Council (ALCC).

### **VPLS is organized into four subordinate divisions**

- 1. The Enterprise Classroom Program (ECP)** provides classroom audio visual technology, support, sustainment, governance, and oversight to enable the Army's training and education mission.
- 2. The Library Enterprise Division (LED)** leads the development of an integrated library enterprise system Library Enterprise Services Platform that supports collaboration and research among military and academia across the Army Learning Enterprise.
- 3. The Learning Programs Division (LPD)** identifies emerging training and education capability requirements across TRADOC, conducts gap analysis and defines learning system requirements to support modernization of Professional Military Education to ensure Army readiness; transitions mature/persistent initiatives to appropriate office of primary responsibility; integrates registrar functions across the Army's learning enterprise through process standardization, policy representation, and system development.
- 4. The Policy and Governance Division (PGD)** develops, integrates, sustains, and manages the training and education development process, policy and governance documents, oversight and quality control of learning products, and functional proponency of the TDC.

## **Vice Provost for Digital Education**

The **Vice Provost for Digital Education (VPDE)**, located at Fort Eustis, Virginia, improves Army readiness by providing rigorous, relevant, and tailored distributed training and education to Soldiers, leaders, and Department of the Army Civilians at the point of need, using a responsive delivery platform accessible from anywhere in the world.

VPDE supports the Army's intent to deliver learner centric training and education when and where required, increasing and sustaining readiness throughout the force, including both the active and reserve components.

### **VPDE Key Functions**

- Directs, supervises, and synchronizes the Army Distributed Learning Program (TADLP).
- Serves as the Army's lead for all matters concerning distributed learning (DL)
- Provides governance and management of plans and policies for TADLP.
- Manages the Army's centralized contract for DL products.
- Conducts research to develop and update the Army's DL content technical standards and specifications and integrate new learning DL technologies.
- Partners with Joint Knowledge Online and other services to synchronize DL initiatives and provide Soldiers' access to Joint DL.
- Manages mobile learning initiatives to include mobile apps and interactive digital publications for the Army.

VPDE integrates access to training and education for the Total Army across all three learning domains : institutional, organizational, and self-developmental. This supports many critical functions, including resident education programs, current operations; mission training for mobilization or deployment, DA-directed/mandated training, MOS reclassification, OES, NCOES, and CES training and education, Additional Skill Identifier (ASI) and Skill Qualification Identifier (SQI) training; functional training; and self-development courses.

## The VPDE is organized into four divisions

- 1. The Strategic Plans and Policies Division** plans, coordinates, and develops policies, regulations, and procedures to provide oversight, guidance, and management for Army DL; implements and manages TADLP governance; leads program management reviews; represents Army DL at TRADOC and Army governance forums. The Strategic Plans and Policies Division ensures internal controls, oversight, governance, and provides the necessary funding for the Army DL Program to maintain its world-class capabilities. The division partners with Joint Knowledge Online (JKO) to improve joint and Army DL training and education while preventing redundancies. The division serves as the TADLP representative to the DoD Advanced DL Initiative (ADL) and Defense Advanced Distributed Learning Advisory Committee (DADLAC).
- 2. The Acquisition and Management Division** manages the Army's preferred contract for DL product development and provides support to proponents with technical and instructional design guidance on content development. The division facilitates DL development, contract management, oversight, and integration of emerging capabilities to enable the Army's academic enterprise to train and educate agile and adaptive Soldiers, leaders, and civilians. The Army Virtual Learning Enterprise contract is used for courseware, content, and products including interactive multimedia instruction, computer and web-based courseware, interactive video and digital publications, simulations, asynchronous and synchronous blended instruction, and the capability for augmented and virtual reality.
- 3. The Courseware Standards and Specifications Division** conducts research to develop and update Army DL content, technical standards, and specifications to integrate new learning technologies. Performs certification of courseware hosted on the Army Learning Management System (ALMS). Certification consists of compliance to Army business rules and best practices and acceptance criteria. Manages the DL Diagnostic, Advisement, Research, Technical Team (DART) in diagnosis

and resolution of complex DL issues and development and maintenance of courseware certification tools. Maintains a DL Courseware repository which includes all courseware acquired through our Acquisition and Management Division and proponent courseware currently running on ALMS.

- 4. The Mobile Learning Division** manages the Army-wide process for the development, vetting, management, registration, and hosting of mobile learning products including mobile apps, digital publications, podcasts, and audiobooks. The division manages an internal team that develops innovative mobile learning solutions and conducts mobile app vetting and release to the commercial marketplace, the TRADOC Application Gateway, and the DISA App storefront

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## Army University Press

**Army University Press (AUP)** is the nation's premier military service press and publisher of choice for Army leaders. We create and distribute multimedia products in support of the military profession, education, and the Army mission in the twenty-first century. AUP supports military education across the spectrum of career development, building agile and adaptive leaders of character prepared to engage in the future operational environment. We lead, educate, and influence thinking and intellectual engagement within the military professional community, the Leavenworth National Security Consortium, and beyond by advancing insights and ideas military professionals need to succeed.

### AUP Key Functions

- Publish professional journals that address the Army's current security and operational concerns.
- Conduct extensive, original research and publish books and manuscripts on military history, doctrine, command, branch and unit history, and recent operations.
- Develop and conduct traditional and virtual staff rides in support of the Army and sister services.
- Research and produce films that incorporate current doctrinal lessons, simulations, actual



footage, and photographs for professional development and augmentation to PME.

- Design and produce multimedia, to include podcasts and social media content that amplifies AUP products and supports the organizational mission and vision.

## AUP Organization

- **Military Review** is published bi-monthly and features current thought-leading essays and editorials on military affairs from uniformed officers, academics, and other leading experts in the national security community. Spanish and Portuguese versions of Military Review are published quarterly as a key part of the Army's security assistance effort with our partners in Latin America. In addition, the Military Review section publishes the Journal of Military Learning, the U.S. Army's only peer-reviewed semiannual publication that supports efforts to improve education and training for the Army and the overall Profession of Arms.
- **NCO Journal** is the official online publication for noncommissioned officer professional development. The journal provides an important forum for the open exchange of ideas and information pertinent to the NCO Corps while also fostering community and esprit de corps among consumers.
- **Research and Books** division conducts original research and publishes manuscripts that address a variety of topics to include military history, leadership, strategy, and current affairs, all of which support PME and inform contemporary Army concerns.
- **Combat Studies Institute** develops and conducts traditional battlefield and virtual staff rides that impart the timeless and universal aspects of warfighting to military professionals of all ranks.
- **Army University Films** produces films on military history, national security strategy, regional threats, and global issues. These films are designed for use in PME, unit officer professional development, and other leader development forums.
- **Multimedia** division develops graphic, audio, and video materials and manages distribution of all AUP content, leveraging social media channels and other means to develop as broad an audience as possible.

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# Army Credentialing and Continuing Education Services for Soldiers

## The **Army Credentialing and Continuing Education Services for Soldiers (ACCESS)**

The **Army Credentialing and Continuing Education Services for Soldiers (ACCESS)** promotes lifelong learning, readiness, and resilience through flexible and relevant education programs, services, and systems in support of the Total Army family. ACCESS exists to provide Soldiers the opportunity to improve their academic skills, develop leader competencies through self-development, earn academic certificates and degrees, and earn civilian credentials. The ACCESS vision is every Soldier participates in the voluntary education program and every eligible Soldier uses Tuition Assistance (TA) or Credentialing Assistance (CA) for degree or credential completion. ACCESS also provides direct administrative support to the TRADOC Proponent Office (TPO) – ArmyIgnitED.

## Roles and Responsibilities

- Direct and synchronize the Army's voluntary education (VOLED) and credentialing programs, to include the TA Program, CA Program, Army Personnel Testing (APT) Program, Basic Education Skills Program (BSEP), Institutionally Delivered Credentialing (IDC) Program, United Services Military Apprenticeship Program (USMAP), and Education Counselor Program.
- TRADOC Commander's representative as the proponent for Army Regulation 621-5, Army Continuing Education System and Army Regulation 611-5, Personnel and Classification Testing.
- Provide policy and guidance for education centers.
- Direct, supervise, and synchronize Defense Activity for Non-Traditional Education Support (DANTES) programs and services that support Army VOLED and Soldiers world-wide, to include Joint Services Transcript (JST), Army Military Training Evaluation Program (MTEP), and Online Academic Skills Course (OASC).
- Serve as Army VOLED Service Chief and member of the OSD Inter-service Voluntary Education

Board (IVEB) and the Inter-service Credentialing Opportunities On-Line (COOL) Working Group.

- Synchronize with civilian academic institutions and vendors to ensure on-boarding in ArmyIgnitED, resolution of Soldiers' post-secondary education, resolution of vendor complaints, and facilitation of vendor installation access.
- Review and assign military education codes to ATRRS courses and vet civilian academic degrees and code them for inclusion on enlisted and officer records.
- Defend Program Objective Memorandum (POM) MDEPs VACE and VATA requirements to support all VOLED programs and education centers/offices and oversee the execution of MDEPs VACE (CA) and VATA (TA).
- Coordinate and implement the improvements and modernization of the TA and CA application system for Soldiers, currently ArmyIgnitED.

### **ACCESS manages the following Army programs**

- The **Army Credentialing Assistance program** provides financial assistance to Soldiers for all necessary books, supplies, and associated materials required for approved training courses or exams leading to industry-recognized academic or vocational credentials listed on the Army Credentialing Opportunities On-Line (COOL) website.
- The **Army Tuition Assistance program** provides financial assistance for higher education courses (either resident or distance learning modes) for completion of an academic degree. The courses must be offered by Academic Institutions that are registered in ArmyIgnitED, are accredited by agencies recognized by the U.S. Department of Education and are signatories to the current Department of Defense Memorandum of Understanding (DOD MOU). Soldiers are currently authorized to receive a maximum of \$4,000 each fiscal year in any combination of CA and TA.
- **Army Personnel Testing** provides standardized testing, including language proficiency testing, to determine if Soldiers are eligible to receive specialized training. APT supports the Army's personnel selection, classification processes, and

additional pay incentives.

- The **Basic Skills Education Program (BSEP)** provides basic skills training to improve Soldiers' academic skills and job performance, enhances trainability for Military Occupational Specialties (MOS), and increases retention by giving Soldiers options to change their MOS. BSEP provides Soldiers with the academic skills necessary to raise their General Technical (GT) score to achieve the Army goal of 110 or higher on the Armed Forces Classification Test (AFCT).

ACCESS provides direct administrative support to TPO ArmyIgnitED – TPO is the centralized planner, manager, and integrator for all capability development related to ArmyIgnitED and reports directly to Army University Deputy Provost. TPO represents the functional proponents - ACCESS, Cadet Command, and Army Civilian Career Management Activity in the development of the system through the Requirements Control Board. TPO coordinates all operational tests of the system with functional proponents and the Program Executive Office Enterprise Information Systems.

### **The ACCESS Directorate is organized into the following divisions**

- The **Tuition Assistance Division** manages the TA program and provides ArmyIgnitED requirements for TA as the functional proponent. The TA Division manages the School Support Program to communicate with and train over 2,000 academic institutions while ensuring on-boarding in ArmyIgnitED, resolving Soldiers' post-secondary education complaints, and facilitating installation access. The TA Division collaborates with Army Continuing Education System (ACES) Chiefs across the Total Army to identify, analyze, and remediate TA issues and continuously enhance the ArmyIgnitED system.
- The **Credentialing Division** manages the credentialing programs and provides ArmyIgnitED requirements for credentialing as the functional proponent. The Credentialing Division manages the vendor support program to communicate with and train over 400 partners, while ensuring on-boarding in ArmyIgnitED, resolving Soldiers' complaints, and facilitating installation access. The Credentialing Division oversees the Army

COOL website that helps Soldiers find information on certifications and licenses related to their jobs and civilian careers. The Division collaborates with ACES Chiefs across the Total Army and institutional Army partners to identify, analyze, and remediate credentialing issues and continuously enhance the programs. The Credentialing Division oversees credentialing assistance, institutionally delivered credentialing, and the United Services Military Apprenticeship Program.

- The **Policy and Programs Division (PPD)** manages VOLED policy, including Army Regulations 621-5 and 611-5, Army Directives, and policy memoranda. PPD provides program management for the Army Education Counselor workforce providing training and consultation. PPD manages the APT, JST, MTEP, and BSEP programs impacting Soldiers across the Total Army and veterans.
- The **Finance Division (FD)** manages all processing and paying of TA and CA invoices for the Total Army. FD manages all budget, POM, credit card, and GFEBS processes for Army VOLED. FD identifies, researches, and processes all TA and CA recoupment and refund actions.
- The **Operations Division (OD)** manages current and future operations, human resources (hiring, awards, etc.), information management, contract, and resource management support. OD manages the duties of Security Officer, Data Manager, ATAAPS timekeeper and Building Custodian. OD coordinates operations with ArmyU directorates/elements and outside agencies.

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## The Army University Staff

**Army University (ArmyU)** is organized to accomplish the core missions and educational functions mandated by the Army and seeks to maximize learning experiences for students while maintaining the most efficient organization possible. ArmyU provides common policies, systems, and processes for subordinate organizations who in turn have the autonomy to plan and execute programs for their unique educational requirements and missions. ArmyU organizations located on Fort Leavenworth share common resources for economy of scale

and efficiency. Organizations located elsewhere are resourced to operate in their respective locations supported through common policies, functions, and overarching support systems. The ArmyU Staff is a consolidation of the common operational, administrative, logistical, educational, information technology (IT), and simulations support necessary to provide direct support for ArmyU organizations located on Fort Leavenworth and general support to those at other locations.

- The **Chief of Staff (CoS)** oversees the daily operations of ArmyU elements; is responsible for direction, coordination, synchronization, and supervision of the ArmyU Staff; and provides expert administrative and technical advice to the provost and subordinate organizations.
  - Manages operations by validating requirements, setting priorities, and aligning resources based on the Provost's guidance and priorities
  - Plans, directs, reviews, coordinates, and supervises activities of the organization and implements broad policy guidance by directing, coordinating, molding, and representing various enterprise level programs and initiatives.
  - Oversees operational and administrative matters via several layers of subordinate supervisors; keeping organizational directors, faculty, and staff advised of program requirements and recommends appropriate action to enable the organization's objectives.
  - Develops, establishes, and maintains management control systems that efficiently and effectively manage government resources.
  - Exercises tasking authority through the operations chief over all subordinate elements of Office of the Provost, CGSC, and CAC DCG, in addition to coordinating with the CAC G3 for taskings across the TRADOC educational enterprise.
- The **G1** supports ArmyU organizations with program guidance, awards processing, personnel readiness tracking, Table of Distribution and Allowances (TDA) management, in addition to performing a variety of tasks supporting the Army University civilian and military faculty/staff assigned to Fort Leavenworth, ranging from total force strength management to personnel services and support equivalent to a personnel office.

- The **G-3/5/7** integrates operations, concepts, policies, and plans across the Army Learning Enterprise and serves as the office of primary responsibility for the Army Learning Coordination Council. As part of the ArmyU staff, the G-3/5/7 enables enterprise-wide integration, synchronization, and coordination for four subordinate directorates which develop policy, procedures, and systems to support the learning continuum across the institutional Army. Additional responsibilities include enabling experiential learning through Command-and-Control applications, tabletop wargaming, computer-based games, and Army and Joint simulations and executing the distinguished visitor program.
- The **security section** manages physical security, force protection, OPSEC, and parking for the ArmyU campus facilities on Fort Leavenworth.
- The **Logistics Support section** maintains the ArmyU organizations on Fort Leavenworth and provides logistics policy and oversight for all ArmyU organizations.
- The **Academic and Technology Support Division/G6** provides information technology, educational technology, cyber and information security, help desk/desktop support, cloud services, information technology procurement, project management and knowledge management capabilities to enable delivery of professional military education across ArmyU to include subordinate schools and centers. The Division also provides knowledge management policies, procedures, and best practices and supports classified and unclassified video conferencing capabilities and audio/visual support for special events.
- The **Resource Management Office (RMO)** coordinates directly with the CAC G8 and principal staff on their budget (Army Civilian pay, travel, and contract management), manpower, resource planning, programming, and policies and procedures to optimize the allocation of resources to accomplish the command's missions. The RMO assists the CAC G8 in the command's development of TRADOC's resource and prioritization strategy for the Program Objective Memorandum (POM) and the budget year execution.
- The **Public Affairs Officer (PAO)** plans, conducts, and assesses internal information, media engagements, and outreach activities directed towards audiences with interest in Army education and ArmyU activities; works closely with subordinate unit PAOs, CAC, TRADOC, and the Department of the Army to ensure appropriate coverage of key events.
- The **Special Staff** consists of a legal advisor and a chaplain who work directly for the Office of the Provost and support the entirety of the organization located at Fort Leavenworth.





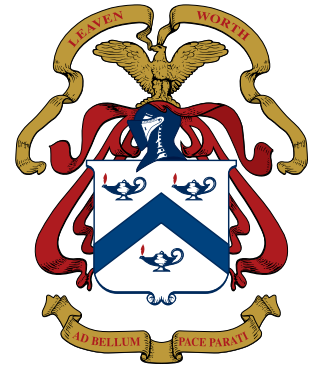


# **Chapter Two**

## The Army University Schools



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



**E**stablished at Fort Leavenworth, Kansas in 1881, the U.S. Army Command and General Staff College (CGSC) exists to educate, train, and develop leaders for unified land operations in a joint, interagency, intergovernmental, and multinational operational environment; and to advance the art and science of the profession of arms in support of Army operational requirements.

Since 2015, CGSC has been a subordinate institution of Army University. CGSC's continuing challenge is current and relevant leader development through professional military education. The college ensures currency and relevancy by immersing

itself in the professional body of knowledge, contributing to that knowledge with collaboration and publication, and simultaneously adapting its programs to meet the needs of students, commanders, and the operational force.

The U.S. Army Command and General Staff College will always strive to be an educational center of excellence and a renowned academic leader in the study of leadership, the conduct of joint and combined land warfare, and the synchronization of joint, interagency, intergovernmental, and multinational organizations to achieve national objectives. CGSC will continue to support field



BG Foley speaking to class.

commanders with well-educated and well-trained leaders, in-depth research in operational-level land power studies, and reach-back planning in support of ongoing operations. We will inspire and support a world-class faculty dedicated to learning and advancing the professional body of knowledge.

Graduates of CGSC possess a warfighting focus that enables them to lead competently and confidently on Army, joint, interagency, intergovernmental, and multinational teams and throughout unified land operations.

## **CGSC Graduates**

- Are prepared to assume warfighting duties.
- Possess the competencies, supporting skills, and knowledge to perform duties effectively and help teams achieve organizational objectives.
- Are attuned to the complexity of the operating environment and consider the impact of culture on military operations.
- Take a disciplined approach to meeting organizational and strategic-level leadership challenges.
- Are critical and creative thinkers who can adapt and thrive in ambiguous and ever-changing environments.
- Are self-aware and motivated to continue learning and improving throughout their careers.
- Communicate effectively.

## **CGSC Roles and Responsibilities**

- Sustain the quality and relevance of academic programs.
- Recruit, develop, and retain world-class faculty.
- Provide regionally accredited graduate and undergraduate degree programs to enrich the professional military education of students.
- Research and publish with emphasis on operational-level land power studies.
- Support the Army at war and advance the profession of arms.

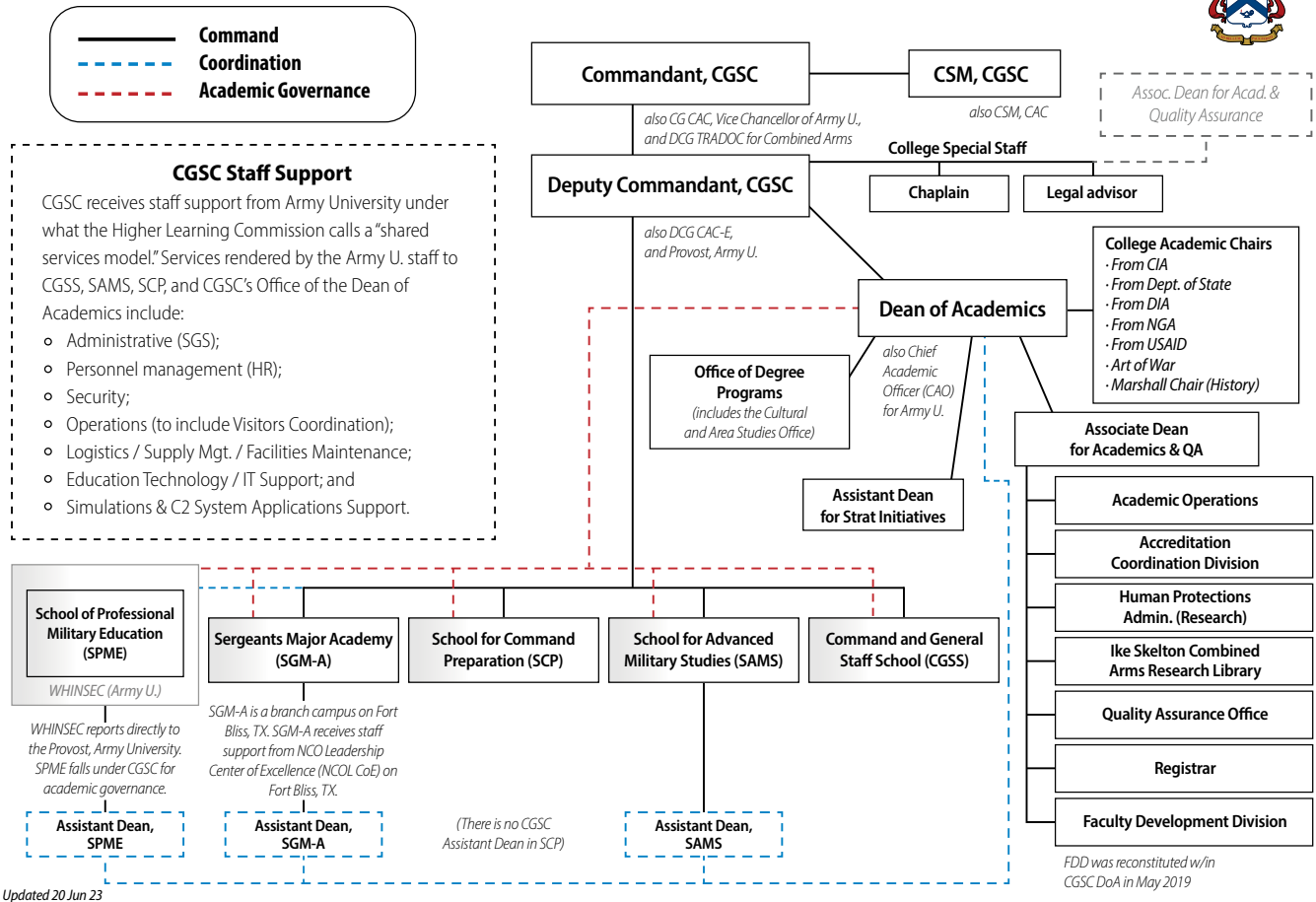
## **Today, the U.S. Army Command and General Staff College is comprised of four schools, offering the following courses and degree programs**

**1. The Command and General Staff School (CGSS)** delivers resident and non-resident Joint

Professional Military Education (JPM-I) and Military Education Level Four (MEL-4) programs through different modalities. The ten-month resident Command and General Staff Officer Course (CGSOC) at Fort Leavenworth, KS, educates just over 1,200 U.S. military officers, international military officers, and interagency partners each academic year. The Tailorable, Talent Based MEL-4 (TTBM4) experience delivers CGSOC Common Core (CGSOC-CC) to 192 students at Fort Leavenworth, KS, in a blended modality. Additionally, CGSS delivers the CGSOC-CC to 576 in-person students at two satellite campuses (Fort Belvoir, VA, and Redstone Arsenal, AL) and the CGSOC-CC and CGSOC-AOC curricula via DL to approximately 5,300 active, national guard, and reserve officers around the world. Resident CGSOC students who meet academic requirements receive the accredited Master of Operational Studies or are eligible to pursue the accredited Master of Military Art and Science (MMAS) degrees awarded at graduation. The School of Professional Military Education (SPME) at the Western Hemisphere Institute for Security Cooperation (WHINSEC) at Fort Moore, GA, offers the ten-month resident Command and General Staff Officer Course in Spanish to approximately 64 U.S. and international officers each year. Since 2012, CGSOC students at SPME are eligible to pursue the MMAS. WHINSEC is approved by the Joint Staff as a venue for JPME-I.

**2. The School for Advanced Military Studies (SAMS)** educates select Armed Forces, Interagency and Allied members to become critical and creative thinkers, agile and adaptive leaders and skilled practitioner in doctrine and operational art, to enable senior leaders to drive the operations process to achieve favorable strategic, operational, and tactical outcomes. The flagship Advanced Military Studies Program is comprised of 144 post-CGSC majors who are awarded a Master of Arts (MA) degree in Military Operations upon completion. The Advanced Strategic Leadership Studies Program is a Senior Service College experience for 17 joint and international promotable lieutenant colonels and colonels. Graduates receive an MA in strategic studies; a select few are retained as instructors

# U.S. Army Command and General Staff College



for the AMSP program for the subsequent year before taking brigade command. The newest addition, the Advanced Strategic Planning and Policy Program (ASP3), is a PhD studies opportunity in which select officers pursue degrees in economics, international relations, public policy, or history at highly respected civilian institutions.

- The School for Command Preparation (SCP)** provides continuing education for future Army battalion and brigade commanders, command sergeants major, and spouses in twelve 1-4 week courses offered multiple times during each academic year.
- The Sergeants Major Academy (SGM-A)** at Fort Bliss, TX, became CGSC's fourth school and a branch campus in March 2018. Each year, SGM-A offers the ten-month resident Sergeants Major Course (SMC) to 720 senior U.S. and international noncommissioned officers. Another

1,320 non-commissioned officers (mainly Army Reserve and National Guard NCOs around the world) attend SMC via distributed learning. In January 2019, CGSC received Higher Learning Commission authority and Department of the Army approval to offer a Bachelor of Arts degree in Leadership and Workforce Development (LWD) to eligible graduates of the resident Sergeants Major Course at SGM-A. Additionally, in Academic Year 21-22, eligible graduates of the SMC (resident and distance learning) earn CGSC's Undergraduate Certificate in LWD. As of 2023, 889 sergeants major graduated with a degree in LWD.

## These four schools are supported by CGSC's senior leadership and administrative staff

- The Office of the Dean of Academics** assists CGSC's Commandant, Deputy Commandant, and deans with academic governance in five



areas: faculty, students, curriculum and teaching, standards, and compliance (accreditation), and research.

- **The Office of Degree Programs (ODP)** oversees the College's degree programs (MMAS, MAMO, MASS, BA in LWD) ensures the integrity of research, and serves as the institutional liaison with the Higher Learning Commission (HLC).
- **The CGSC Registrar office** maintains academic records, transcripts, and diplomas. The registrar also manages Army Regulation 15-6 investigations and the CGSC Academic Review Board process.
- **The CGSC Quality Assurance Office (QAO)** supports CGSC schools with surveys, classroom observations, focus groups, curriculum development evaluation, research, and analysis. The QAO also conducts site visits to evaluate the Total Army School System (TASS) delivery of CGSOC.
- **The CGSC Accreditation Coordination Division (ACD)** manages processes to retain HLC, joint, and Army accreditations, and helps deans and directors use accreditation standards to inform continuous improvement of learning programs, academic systems, and policies.

- **The CGSC Human Protections Director (HPD)** manages the Human Research Protection Program (HRPP) and supports the Collaborative Academic Institutional Review Board (CAIRB) for CGSC, AWC, and West Point.
- **The CGSC Faculty Development Division (FDD)** assists the Associate Dean of Academics to orchestrate CGSC faculty certification and development programs. The Deans' Academic Operations section assists with budget management, contract oversight, memoranda of understanding (MOU) monitoring, as well as projects, plans, and taskings.
- **The Ike Skelton Combined Arms Research Library (CARL)** and its staff serve the research and information acquisition needs of CGSC and scholars and researchers around the world. The CARL also serves the Fort Leavenworth community as a public library.

**CGSC Academic Governance Committees,** overseen by the Dean of Academics include, the CGSC Board of Visitors (BoV), the Academic Review and Awards Boards, the Staff and Faculty Council, the Senior Faculty Council, the Associate Professor



2023 International Flag Ceremony in Eisenhower Hall.

and Full Professor Faculty Promotion Boards, and CGSC Accreditation Committees.

**CGSC Distinguished Chairs** improve the CGSC resident student experience, strengthen college relationships with interagency partners, and enrich faculty and student scholarly activities. CGSC distinguished academic chairs include the Commandant's Distinguished Chair of National Intelligence Studies (the designated representative of the Director of Central Intelligence), the Commandant's Distinguished Chair of Diplomacy (recommended by the Department of State), the Commandant's Distinguished Chair of Defense Intelligence Studies (recommended by DIA), and the Commandant's Distinguished Chair of Development Studies (recommended by the U.S. Agency for International Development). CGSC also hosts LNOs/instructors from the Defense Threat Reduction Agency (DTRA), Space and Missile Command (SMDC), and the National Geospatial Intelligence Agency (NGA).

**The Ike Skelton Distinguished Chair of the Art of War Studies** recognizes a select individual to foster the research, study, and teaching of the Art of War, doctrine, and operations at the Command and General Staff College. This individual directs the Art of War Scholars Program, a seminar of rigorously selected CGSOC students who complete an intensive, history-focused program and thesis in the MMAS program.

**CGSC Accreditations.** The College, accredited by the Higher Learning Commission, grants three master's degrees, two graduate level certificates, and one bachelor's degree and one undergraduate level certificate. CGSC is also accredited by the Chairman, Joint Chiefs of Staff to award JPME-I credit to graduates of the Command and General Staff Officer Course, and JPME- II to graduates of SAMS' Advanced Strategic Leadership Studies Program (ASLSP). Finally, CGSC is accredited by the Commanding General of Training and Doctrine Command to deliver PME in all four schools.

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# The Command and General Staff School



**T**he U.S. Army Command and General Staff School (CGSS) develops highly-competent and professional field grade general staff officers with the warfighting, historical, leadership, and decision-making expertise to enable Army combined arms formations to successfully execute Multi-Domain Operations in contested environments against peer threats. Upon graduation, officers can execute the operations process (plan, prepare, execute, and assess) to enable the joint combined arms team at echelon to prevail against peer threats in contested operational environments.

## Roles and Responsibilities

- Educate and develop graduates who are confident, competent leaders, and creative problem solvers who understand the complexities of the contemporary operating environment.
- Teach, coach, counsel, train, and mentor students to enable their transition from company grade to field grade officers.
- Foster inclusive, respectful, and learner-centric adult learning environments that allow students to construct knowledge by connecting curriculum content with their own experiences and prior knowledge through practical application and critical reflection.
- Recruit, develop, and support high-quality faculty and staff committed to teaching excellence.
- Support faculty in their efforts to maintain currency and make relevant contributions to the professional body of knowledge.
- Be a learning organization that cares about advancing the art and science of the profession of arms.
- Develop and maintain curricula for CGSOC, CGSOC-CC, the CGSOC Advanced Operations Course (CGSOC-AOC), and numerous electives.
- Supervise course delivery at Fort Leavenworth for resident CGSOC and TTBM4 programs and satellite CGSOC campus sites (Fort Belvoir and Redstone Arsenal).
- Manage the distance learning programs of CGSOC in support of a worldwide student body comprised of Army officers of all components. Army intermediate-level education consists of the CGSOC Common Core Course for all officers, regardless of career field or component, and provides JPME-I credit. The CGSOC-AOC is the credentialing course for basic branch officers. The CGSOC curriculum is delivered in-person synchronous, distributed synchronous, distributed asynchronous, and blended modalities providing more flexible options for officers to complete the education requirement. The CGSS headquarters staff provide administrative and policy support for the six academic departments that deliver the curriculum to the student officers. These are the Department of Army Tactics (DTAC), the Department of Sustainment and Force Management (DSFM), the Department of Joint, Interagency and Multinational Operations (DJIMO), Department of Command and Leadership (DCL), Department of Military History (DMH), and the Department of Distance Education (DDE). Faculty within each are responsible for the curriculum development and instruction for all instruction modalities.
- **Resident CGSOC** is delivered by the academic departments (DTAC, DSFM, DJIMO, DCL, and DMH), in-person, to over 1200 students each year. Resident students are officers from all U.S. military services, international military officers, and interagency partners. In addition to CGSOC-CC and CGSOC-AOC, resident students choose elective courses which provide the opportunity for additional emphasis on specialized areas and additional skill identifiers or certificates. Resident CGSOC students who meet academic requirements receive the accredited Master of

Operational Studies or are eligible to pursue the MMAS degree awarded at graduation.

- The **TTBM4** allows selected officers a blended experience by attending either CGSOC-CC or CGSOC-AOC in-person and the other course in a distributed modality. TTBM4 delivers CGSOC-CC to 192 officers (August thru November) and CGSOC-AOC (January thru April) to 192 officers at Fort Leavenworth, KS each year.
- **Satellite CGSOC** is delivered at two locations, Fort Belvoir, VA; and Redstone, AL to 576 officers, in-person each year. Faculty at these campuses use the same CGSOC-CC curriculum delivered at Fort Leavenworth, KS. The satellite campus program manager is physically at Fort Leavenworth, KS. The program manager ensures campuses have the faculty, courseware, and resources required for education at each location. They monitor enrollment, scheduling, and course updates from the resident course curriculum developers.
- **Distributed Learning CGSOC** is delivered in synchronous and asynchronous modalities by DDE. Upon completion of academic requirements MEL-4 credit is awarded to over 5,700 officers each year from the Active and Reserve components around the world. DDE also supervises the delivery of instruction through U.S. Army Reserve (USAR) TASS units at various

locations in CONUS, Germany, and Hawaii.

- The **International Military Student Division (IMSD)** is responsible for creating the conditions and climate for sustained professional growth and success for international military students (IMS) and their authorized dependents. IMSD executes the Joint Security Cooperation Education and Training Program (JCETP) through the following functions and programs.
  - **Academics:** Assist IMS in developing expertise and skills sets necessary for effective management of their national forces independently and in conjunction with U.S. military forces.
  - **Administration:** Provide information and advice to U.S. and foreign security cooperation officials; manage all matters pertaining to liaison, personal affairs, welfare, discipline, and official activities of IMS and their authorized dependents; prepare IMS for follow-on training; and recognize appropriate postgraduate level achievement through the International Hall of Fame.
  - **Field Studies Program:** Broadly expose IMS to directed/specific facets of the United States, its people, political system, military, institutions, and way of life. It also manages the sponsorship of IMS through Fort Leavenworth and civilian sponsor organizations.



2023 Advanced Strategic Leadership Studies Program and Advanced Military Studies Program Graduation.

# The School of Advanced Military Studies



**T**he School of Advanced Military Studies (SAMS) educates select Armed Forces, Interagency, and Allied members to become critical and creative thinkers, agile and adaptive leaders and skilled practitioners in doctrine and operational art, to enable senior leaders to drive the operations process to achieve favorable strategic, operational, and tactical outcomes.

## Roles and Responsibilities

- Develop cognitive foundations regarding how we learn, think, decide, and communicate.
- Demonstrate the interdependence of relevant historical, strategic and social context, culture, economics, geography, technology, leadership, and theorists in formulating a nation's worldview and resulting methods of warfare.
- Explore a rapidly evolving environment and

- assess future applications of operational art.
- Explore the historical foundations of operational art and its application to contemporary problems.
- Exercise problem solving thought and planning processes through challenging and well-resourced division and corps-level exercises.
- Develop mindset for lifelong education through challenging self-directed reading, research and writing programs.
- Execute faculty development through academic engagements and exposure to relevant military experiences.

## The School of Advanced Military Studies operates three academic programs

1. **The Advanced Military Studies Program (AMSP)** is a graduate-level education program

intended to develop effective planners who engage and help senior leaders understand the operational environment and visualize and describe viable solutions to operational problems. Graduates of the AMSP are critical and creative thinkers grounded in operational theory, doctrine, and history; can identify problems and propose viable solutions; can clearly communicate orally, graphically, and in writing; are strong leaders who collaborate effectively; have the courage to lead from above, beside, and below; are physically and mentally tough; and are humble professionals who are more than what they seem. The AMSP is for majors and junior lieutenant colonels who have completed their Intermediate Level Education requirement, with the majority attending AMSP immediately following CGSS. SAMS has one AMSP education program of up to 144 students, which begins in June and graduates in May. Following graduation, officers generally serve a 24-month utilization tour in critical battle staff positions at a division.

**2. The Advanced Strategic Planning & Policy Program (ASP3)** selects and develops field grade officers as strategic leaders through a combination of practical experience, senior level professional military education, and a doctoral degree from a university in a field of study related to strategy to produce broadly networked leaders with strategic acumen, skills, and credentials. During the first summer, SAMS selects 10-12 officers to participate in the program. In the fall, SAMS orients them on applying to doctoral programs and guides their selection of potential advisors, programs, and universities. Students will accept admission to a university in the spring. During the second summer, students study strategy and doctoral student skills at SAMS, and then matriculate at a university in the fall. After two years at a university, officers will have completed doctoral coursework, language exams,

and comprehensive exams. The remaining seven years in the program will consist of battalion or brigade command, a dissertation sabbatical, and assignments in key strategic planning or policy positions. The precise sequence of these assignments will depend upon an officer's professional timeline, command selection, branch, functional area, and university department requirements.

**3. The Advanced Strategic Leadership Studies Program (ASLSP)**, originally known as the Advanced Operational Art Studies Fellowship (AOASF), is a 24-month senior level (i.e. war college equivalent) course held at Fort Leavenworth, KS. ASLSP typically includes 17 joint, interagency, and inter-national officers (usually from the United Kingdom, Canada, and Germany) as students. The US Army and US Marine Corps officers, as well as German and Canadian officers, normally remain a second year to serve as seminar leaders for the majors in the AMSP. ASLSP is designed to develop theater-level senior leaders and general staff officers for positions of significant responsibility, including strategic thinkers and planners at combatant commands, Joint Task Force (JTF), and other four-star headquarters. During their first year, students experience a curriculum shaped by the JPME-II- required learning areas that provide a comprehensive, multifaceted focus across the spectrum of joint operations during peace, crisis, and war. ASLSP students spend approximately seven weeks conducting fieldwork at defense organizations and military headquarters in addition to visiting all US combatant command headquarters. They must also complete a 40-page research paper. ASLSP graduates are awarded MEL-1 credit, Skill Identifier 6S (Advanced Military Studies Program Graduate), and receive a Master of Arts in Strategic Studies. US military students also receive JPME-II credit.



# The School for Command Preparation



**T**he School for Command Preparation (SCP) aligned under the Command and General Staff College to conduct resident education courses for senior leaders; courses include the Army Strategic Education Program–Command (ASEP-C) course, CSA’s Core Course BN and BDE, Command Sergeant Majors Course BN and BDE, Command Team Spouse Development Program BN and BDE, Tactical Commander Development Course BN and BDE, Functional Commander Development Course BN and BDE, and the Company Commander/First Pre-Command Course.

IAW Army Regulation 350-1, SCP synchronize the Army’s Command Team Preparation Programs to provide formations with competent, committed leaders of character prepared to lead change, win in multidomain operations, and ready to meet the Army’s 21st century challenges. SCP’s projected student load for FY23 is 3,500.

SCP is the Army’s foremost school for the preparation of command teams, comprised of Army professionals dedicated to the development of current and future command teams across the total Army resulting in empowered, competent, and committed leaders better prepared to meet the Army’s readiness challenges.

## Roles and Responsibilities

- Acts as lead agent for the Army’s Command Preparation Program.
- Conducts Pre-Command Courses for Brigade and Battalion Commanders, Command Sergeants Major, and their spouses to provide formations with competent, committed leaders of character.
- Conducts the ASEP-C course for select 1- and 2-star general officers.
- Serves as the Program Manager for the Company Commander and First Sergeant Pre-Command Course (CCFSPC).

## The School for Command Preparation Manages Twelve Academic Programs

1. **CSA’s Core Course, Brigade** learning outcome is command teams are better prepared to facilitate mission command and lead change within their command’s operational environment. Core topics include leadership and command, mission command and trust, leader identity, decision making, ethical reasoning, inform and influence, value creation, organization environment, leader development and talent management, promote and safeguard, leading change and vision, brigade case study, and accountability.
2. **CSA’s Core Course, Battalion** learning outcome is command teams are prepared to facilitate mission command and lead change within the command operating environment. Core topics include leader identity, mission command, the Army profession, ethical reasoning, leader development, building trust, developing a positive command climate, promote and safeguard, developing an initial organizational vision, organizational leader transitions, and building cohesive teams.
3. **Command Team Spouse Development Course, Brigade learning outcome** is brigade-level command team spouses are better prepared to exercise informal leadership without authority, effectively and positively contribute to the family, unit, and community environment through supporting unit and family readiness. Core topics include: entering the brigade command environment, assessing/analyzing self-awareness and personal effectiveness, conflict resolution and negotiation, analysis of personal response and developing coping strategies, attributes of effective leaders, group mentoring and networking, supporting personal, family, and community resilience, informal leadership, and attributes of an advisor, advocate, and coach.

4. **Command Team Spouse Development Course, Battalion** learning outcome is battalion-level command team spouses are better prepared to exercise informal leadership without authority, effectively and positively contribute to the family, unit, and community environment through supporting unit and family readiness. Core topics include: self-awareness, adapting and connecting, enhancing your influence, career conversations, turbulent times making moods matter, dimmer switch of leadership, approaches to conflict management, the command team concept.
5. **Tactical Commander Development Course, Brigade** learning outcome is tactical brigade commanders are better prepared to apply mission command through the Understand, Visualize, Describe, Direct, Lead, and Assess (UVDDLA) methodology in combined arms Multi-Domain Operations and develop tactical competency across their formations through leader development, training management and unit readiness. Core topics include mission command approach, multi-domain operations, driving the operations, fundamentals of the offense and defense, training doctrine, training management, training guidance, leader development, air-ground integration, sustainment, cyber, medical, command post configuration, fires integration, resource management, risk mitigation, public affairs, and space.
6. **Tactical Commander Development Course, Battalion** learning outcome is tactical brigade commanders are better prepared to apply mission command through the UVDDLA methodology in combined arms Multi-Domain Operations and develop tactical competency across their formations through leader development, training management, and unit readiness. Core topics include mission command approach, unified land operations doctrine, driving the operations process, fundamentals of the combined arms attack, fundamentals of the combined arms defense, training doctrine, training guidance, leader development doctrine, developing your leader development approach, legal orientation, risk management, public affairs, and space.
7. **Command Sergeant Major Development Course, Brigade** learning outcome is command sergeants major better prepared to assist the commander in the facilitation of mission command, the development of leaders, and ensuring unit readiness. Core topics include: mission command and the operations process, brigade UVDDLA, Fallujah virtual staff ride, leader development strategy, and capstone exercise.
8. **Command and Command Sergeant Major Course, Battalion** learning outcome is command sergeants major better prepared to assist the commander in the facilitation of mission command, the development of leaders, and ensuring unit readiness. Core topics: include key organizational relationships, generating readiness and operations manning, leader development strategy discussion, esprit de corps, keeper of the colors and unit history and traditions, unit leader development strategy, and CSM competencies.
9. **Company Commander and First Sergeant Pre-Command Course** educates company-level command teams in Army command programs, policies, and procedures to enable effective leadership in garrison. Installations conduct the CCFSPCC as a troop school, with supporting DL components. Installation senior commanders have extensive latitude to tailor HQDA-prescribed topics for installation or command-unique requirements. Supporting DL lessons on the Army Learning Management System (ALMS) provides knowledge-level learning to complement the resident course. SCP maintains the mandatory topic list and proponent-prepared lessons on the Army Training Network (ATN) for installation course managers to utilize for resident instruction.
10. **Army Strategic Education Program – Command** is a developmental course for general officers to enhance their leadership capabilities and warfighting competencies prior to assuming select 1- and 2-star-level commands. The course complements Army and Joint GO educational courses by focusing on Army doctrine, systems, and capabilities that enhance unit readiness and better prepare commanders to conduct multidomain operations echelons above brigade. Core topics include FM 3-0, Operations, building and sustaining readiness, mission command, large scale combat operations, targeting, Army cyberspace operations, aviation maintenance

and risk management, JRSOI, sustaining LSCO, training and leader development for LSCO, and senior level leadership.

11. **Functional Commander Development Course, Brigade** learning outcome is Functional Brigade Commanders are better prepared to apply Mission Command through the Commander's activities of the Operations Process (UVDDLA) in their operational environment and generate readiness across their formations. Core topics include Resource Management, Public Affairs, Risk Management, Contracting for Commander's, Leading and Developing Civilians, Managing Civilians, and Generating Readiness.

12. **Functional Commander Development Course, Battalion** learning outcome is Functional Battalion Commanders are better prepared to

apply a Mission Command approach utilizing the commander's activities (UVDDLA) in their operational environment and generate readiness across diverse formations of military and Army Civilians through Leader Development, resource management, and risk management. Core topics include Battalion Commander Legal Orientation, Public Affairs, Risk Management, Generating Readiness, and Managing and Developing Civilians.

In 2021 SCP applied and received certification by the International Accreditors for Continuing Education and Training (IACET) to grant Continuing Education Credits (CEUs) to graduates of the Phase II and Phase III courses. CEUs are used by many professions to maintain professional certification.



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# Sergeants Major Academy



The Sergeants Major Academy (SGM-A), formed on 1 July 1972, began its program of instruction on 8 January 1973. Located at Fort Bliss, Texas, SGM-A provides professional military education that develops enlisted leaders to meet the challenges of an increasingly complex world. SGM-A became CGSC's fourth school in March 2018, and was officially designated as a branch campus of CGSC by the Higher Learning Commission (HLC). Each year, SGM-A offers the ten-month resident Sergeants Major Course (SMC) to 720 senior U.S. and international noncommissioned officers, and the SMC via DL to another 1,320 NCOs worldwide, mainly in the Army Reserve and National Guard.

## Roles and Responsibilities

- Provides outcomes-based curricula focused on developing systems and strategic thinkers.
- Reinforces and evaluates Army Doctrine Publication (ADP) 6-22, Army Leadership and the Profession traits and competencies within each curriculum.
- Reinforces master resiliency principles, Army profession and ethics, and physical readiness (physical wellness) strategies.
- Produces senior noncommissioned officer graduates who understand and apply the principles of mission command.
- Recruits, develops, and supports high-quality faculty and staff committed to teaching excellence.
- Fosters inclusive, respectful, and learner-centric adult learning environments that allow students to construct knowledge by connecting curriculum content with their own experiences through.

## Academic Programs

- **The Sergeants Major Course (SMC)** is the capstone of the Army's Non-commissioned Officer Professional Development System (NCOPDS) and seeks to educate master sergeants and sergeants major to effectively assist commanders and field grade officers

accomplish their units' missions. The SMC provides the U.S. Army with agile, adaptive senior enlisted leaders of character, competence, and commitment to be effective leaders. These leaders, grounded in Army and Joint doctrine, exploit opportunities by leveraging and applying Army resources. Graduates of the SMC:

- Are prepared to assume warfighting duties, applying military capabilities and perspectives.
  - Understand leadership requirements and management principles to supervise, train, and lead an enlisted force.
  - Understand the profession-of-arms in order to interpret, implement, model, and correct professional military attributes of character, presence, and intellect.
  - Are skilled in communication and capable of effectively communicating critical information to reach a shared understanding of problems and solutions.
  - Are attuned to the complexity of the operating environment and consider the impact of culture on military operations and take a systems approach to meeting organization and strategic-level leadership challenges.
  - Are critical and creative thinkers who can adapt to operate efficiently, strategically, and jointly in complex and ambiguous environments.
  - Are self-aware and motivated to continue learning and improving throughout their careers.
  - In addition to delivering resident and non-resident SMC, SGM-A provides a SMC International Military Student Preparatory Course (IMSPC). SGM-A provides curriculum oversight of Distributed Learners Course V (DLC V) which is a prerequisite to attend the SMC.
- **The International Military Students Preparatory Course (IMSPC)** is an SMC prerequisite for international students. The IMSPC is an essential first step for international students attending the SMC and includes a two-week writing lab and a one-week field studies program.

- **The Distributed Leader Course V** is a prerequisite for the SMC and consists of 47.25 hours of asynchronous web-based instruction. The DLC V course is designed to prepare master sergeants to lead at the unit and organizational level.
- **The Fellowship Program** invites sergeants major across the force to compete for up to 30 scholarships per year to attend full-time advanced civil schooling and complete a Master of Arts in Adult Education through Penn State University and Syracuse University. Once selected, degree candidates make a permanent change of station (PCS) move to Fort Bliss, TX and do coursework on the SGM-A campus. This one-year master's degree program is mostly conducted online as a cohort. Graduates then remain at SGM-A for two to three years to serve as SMC instructors.

## Organization

SGM-A consists of a small academy-level staff of administrators and curriculum developers and six academic departments under the direct supervision of the Sergeants Major Course

director: the Department of Joint, Interagency, Intergovernmental, Multinational Operations, the Department of Force Management (DFM), the Department of Army Operations (DAO), the Department of Command Leadership (DCL), and the Department of Professional Studies (DPS). Additionally, the Department of Distance Education (DDE) faculty teaches the Sergeants Major Course-Distance Learning (SMC-DL) to non-resident students.

The SGM-A Commandant and Deputy Commandant serve concurrently as the leaders of the Noncommissioned Officer Leadership Center of Excellence (NCOLCoE). SGM-A is supported by both the Army University staff at Fort Leavenworth and the NCOLCoE staff on Fort Bliss. As one of TRADOC's 10 Centers of Excellence, NCOLCoE is responsible for the entire scope of NCOPDS: developing, maintaining, teaching, and distributing all five levels of enlisted PME – Introductory, Primary, Intermediate, Senior, and Executive. The SGM-A is the capstone of the NCOPDS and is responsible for all efforts concerning the Sergeants Major Course, under the academic governance of CGSC.



# The Western Hemisphere Institute for Security Cooperation

**T**he Western Hemisphere Institute for Security Cooperation (WHINSEC), located at Fort Moore, Georgia, provides professional military education and training to eligible U.S. and Partner Nation Joint, Interagency, Intergovernmental, and Multinational (JIIM) personnel, and trains, educates, and develops ethical leaders to strengthen democratic partnerships in the Western Hemisphere. The WHINSEC curriculum includes instruction to support U.S. Northern Command and U.S. Southern Command

Combatant Commanders' objectives for Partner Nation Engagement, Leader Development, Countering Transnational Threats, Peacekeeping Support Operations, Humanitarian Assistance and Disaster Response, and Human Rights training. WHINSEC is the professional military education center of excellence for the Americas, graduating 1,000 military, police, and civilian students per year. The WHINSEC vision is to strengthen the mutual defense of the hemisphere one ethical leader at a time.



WHINSEC



## Roles and Responsibilities

- Provide professional education and training to eligible military, law enforcement, and civilian personnel of nations of the Western Hemisphere within the context of the democratic principles set forth in the Charter of the Organization of American States, such charter being a treaty to which the United States is a party.
- Foster mutual knowledge, transparency, confidence, and cooperation among the participating nations and promote democratic values, respect for human rights, and knowledge and understanding of U.S. customs and traditions.
- Champion human rights and democracy, while developing a new generation of leaders to confront the uncertain and complex security challenges of the Western Hemisphere.
- Provide education and training programs in Spanish to promote innovative critical thinking, respect for human rights, and encompass education at all levels, ranging from tactical

training to advanced theory on the application of military doctrine in accredited graduate-level master's degree programs.

WHINSEC's multi-national and multi-agency focus is enhanced by a command team led by a U.S. Army Commandant, U.S. Army Command Sergeant, and U.S. Deputy Commandant for Law Enforcement. The WHINSEC academic structure consists of two schools, one academy, and two centers: the De Leon-Gonzalez School of Leadership and Tactics (DGSLT), the School of Professional Military Education (SPME), the Roy P. Benavidez Noncommissioned Officer Academy (NCOA), and the Center for Human Rights and Democracy (CHRD) and the Center for Faculty and Staff Development (CFSD).

## The School of Professional Military Education courses

- **Command and General Staff Officer Course** (47 weeks, Spanish), educates and trains intermediate-level military, interagency, and



partner-nation officers to operate in a complex Army or JIIM environment as field-grade commanders and staff officers, from all U.S. service branches.

- **Maneuver Captains Career Course-WHINSEC (MCCC-W)** (24 weeks, Spanish), trains and develops students to become creative and self-confident combined arms staff officers and commanders. Students learn to develop company-level plans for all types of organizations in various unified land operations environments.
- **Joint Planning Course (JPC)** (9 weeks, Spanish), educates field grade officers and interagency civilians in joint operations, decision-making, and planning processes. Additionally, the course develops field grade officers to function as joint and multinational operations officers in coalition operations.
- **Interagency Crisis Action Planning Course (IACAP)** (5 weeks, 2 days, Spanish), trains company to field grade level military officers, noncommissioned officers, police, interagency and civilian government officials in the fundamentals of Civil Affairs Operations, Planning Consideration and Emergency Management and Natural Disaster Planning.
- **Joint Logistics and Security Assistance (JLSAC)** (4 weeks, 1 day, Spanish), course provides a joint multinational, and multi service professional forum to prepare security force service members to function in assignments which involve defense logistics planning, purchasing US materials and training, inter-service, interagency, intergovernmental, multinational logistics, and security assistance and cooperation supporting a full range of operations.

### **The School of Leadership and Tactics courses**

- **Operational Tactics for Hemispheric Security (OTHS)** (9 weeks, Spanish) Training in counter transnational criminal organizations and illicit network operations at a detachment task force or platoon level.
- **Transnational Threat Network Intelligence Analysis (T2NIA)** (8 weeks, Spanish). Security

force personnel collaborate with multinational and multiservice peers at the operational analyst-level, preparing students to evaluate, analyze, and strategize. Students accomplish this by applying various analytical techniques in an illicit trafficking operational environment.

- **Joint Disaster Response Techniques Course (JDRT)** (6 weeks, 1 day, Spanish) Trains security forces personnel in the techniques for military engineers on post disaster operations, humanitarian demining, conventional demolition employment, mobility, and counter-mobility as part of crisis response activities.
- **Medical Assistance Course (MEDAC)** (9 weeks, Spanish). Students collaborate with multinational and multiservice peers while training in the most up-to-date professional and competent medical skills required of personnel serving in positions requiring emergency medical care.
- **Cadet Leadership Development (CLD)** (4 weeks, 2 days, Spanish). Partner nation and U.S. cadets demonstrate leadership potential, team building, and cross-cultural interaction creating enduring partnerships through hands-on tactical and leadership training.

### **The MSG Roy P. Benavidez Noncommissioned Officer Academy courses**

- **Basic Leader Course (BLC)** (5 Weeks, 2 Days, WHINSEC Spanish), focuses on NCO Common Core Competencies. These competencies are readiness, leadership, training management, communications, and operations. The Course is designed to build basic leadership skills needed to lead a team size element. It supports the military's and law enforcement personnel's missions by developing smart, thoughtful, and innovative leaders who can communicate effectively, lead and protect their members, and sustain their equipment.
- **Advanced Leader Course (ALC)** (7 weeks, 3 days, English and Spanish), educates leaders to be critical thinkers, armed with the technical, tactical, administrative, and logistical skills necessary to serve successfully as first-line supervisors of groups up to 100 security force personnel.



- **Senior Enlisted Advisor Course (SEA)** (10 weeks, Spanish), prepares senior enlisted security force personnel to perform at higher levels of leadership in teams of 100 or more service members or in advisory roles. The course develops the tools to visualize, describe, and execute greater responsibility throughout various JIIM environments. Students discuss ethical and human rights issues that affect the participation of security force personnel in JIIM operations.

## **The Center for Human Rights and Democracy course**

- **The Center for Human Rights and Democracy (CHRD)** develops curriculum on human rights, rule of law, due process, civilian control of the military, and the role of the military in a democracy, and trains WHINSEC instructors to teach these topics. In addition to providing the congressionally mandated human rights and democracy education support to all WHINSEC Courses, CHRD is also responsible for the development and execution the following courses and events:
- **International Operational Law (IOL) Course** (four weeks, 2 days) frequently attracts military and government civilian lawyers, along with military and law enforcement commanders. This course emphasizes that part of international human rights law that restricts tactics in the

operational environment. It includes two days of simulation exercises that put into practice the lessons taught in class on the lawful use of lethal force. It also includes the Andersonville Staff Ride.

- **Human Rights Instructor Course (HRIC)** (one week) teaches partner nation instructors selected legal topics and issues so that they can effectively teach a day-long block of instruction on human rights. Upon graduation, students receive a lesson plan, a PowerPoint Presentation, and video on the prohibition of torture. Human Rights First produced this video and granted us permission to use it.
- **Human Rights and Democracy Electives (for CGSOC)** mandatory electives on human rights and democracy provide over 40 hours of classes over the span of three months. [CGSOC – Command and General Staff Officers Course.] These electives include the Andersonville Staff Ride and the Little White House Staff Ride. The latter serves as a critical capstone experience for the students as they reinforce lessons discussed in the Democracy Elective.
- **Human Rights and Democracy Training** (for WHINSEC Instructors, one-week) certifies WHINSEC U.S. and partner nation instructors to teach human rights and democracy within their courses.

# The U.S. Army Warrant Officer Career College



**T**he mission of the U.S. Army Warrant Officer Career College (USAWOCC) located at Fort Novosel, Alabama, is to train, educate, and prepare warrant officer candidates for appointment to WO1. Additionally, USAWOCC educates and trains Army warrant officers at key points in their careers and provides them the knowledge and influential leadership skills necessary to apply their technical expertise in support of leaders at the operational through strategic levels; to serve effectively on Army, Joint, Interagency, Intergovernmental, and Multinational (JIIM) staffs during multidomain operations (MDO). USAWOCC

serves as the TRADOC executive agent for warrant officer leader development and education. USAWOCC annually trains and appoints over 2,100 warrant officer candidates to WO1, over 1,000 senior CW3 and CW4s in Warrant Officer Intermediate Level Education, and over 400 senior CW4 and CW5s in Warrant Officer Senior Service Education from all COMPOs.

## Roles and Responsibilities

- Educate and train—Warrant Officer Cohort Curriculum Development—to enhance Soldier lethality that spans the fundamental skill of



Swartworth Hall at the U.S. Army Warrant Officer Career College.

improve human performance and decision making by increasing training and assessment.

- Transform learning—Establish and maintain modern facilities to enhance student learning, safety, and living conditions.
- Drive capabilities—Develop an innovative staff and faculty to enhance organizational readiness.

## **The U.S. Army Warrant Officer Career College facilitates three Academic Curricula**

### **1. The Warrant Officer Candidate School**

**(WOCS)** is an initial military training (IMT) course that transitions senior NCOs (for technical branch Warrant Officers), NCOs, Soldiers, sister service members, and civilians (for Aviation Warrant Officers), from their current specialty into a U.S. Army warrant officer. During this five-week course, candidates are challenged both physically and mentally as they are trained in basic officer leadership working as members of a team.

### **2. The Warrant Officer Intermediate Level**

**Education (WOILE)** course is a five-week Army common core PME course focused on the intermediate-level staff officer and leadership skills necessary to serve in CW4 positions as an advisor and systems integrator at battalion and higher levels. Instruction includes staff training built upon the military decision-making process, organizational theory, systems integration, management, operational and tactical awareness, and team-building skills.

### **3. The Warrant Officer Senior Service Education**

**(WOSSE)** course is a 4-week Army common core capstone PME course with the purpose of providing master-level professional warrant officers with the perspective and skills required to serve as technical experts, leaders, managers, systems integrators, and advisors throughout the Army and Joint Force's highest organizational levels as part of Unified Land Operations. Instruction includes force integration, joint military operations, leadership, logistics, and management skills.



# Army Management Staff College



**T**he Army Management Staff College (AMSC) educates and develops Army Civilian Professionals for leadership and management responsibilities throughout the Army and serves as the Executive Agent for the Army Civilian Education System (CES).

The Army's CES is a leader development program that provides Army Civilian Corps (ACC) members educational opportunities throughout their careers at the point of need. The method of delivery is course dependent, using resident, Mobile Education Team, and virtual modes. CES provides four primary levels of leadership education, plus an overview for senior leaders. These CES courses are the Foundation Course; the Basic Course; the Intermediate Course; the Advanced Course, and the Continuing Education for Senior Leaders Course. Additional DL courses include the Action Officer Development Course, Manager Development

Course, Supervisor Development Course, Supervisor 101, Supervisor Development Refresher Course, Organizational Leader Development Course, and the Supervisor Development Course for Executives. AMSC educates approximately 50,000 students annually via resident and distributed learning courses. Resident training includes 1,633 students in the Intermediate Course; 1,135 in the Advanced Course; and 260 in the Continuing Education for Senior Leaders Course.

## Roles and responsibilities

- Educate learners who are qualified to lead and manage.
- Serve as executive agent (EA) for the Army Civilian Education System.
- Modernize content, delivery methods, and educational equipment to create an innovative learning ecosystem at the point of need.



Civilian Education Students within the Army Management Staff College.

- Provide leader development and management solutions to the Army Civilian Corps.

## Academic Programs

- **The Foundation Course** provides employees with an awareness of the U.S. Army's organizational structure, leader development program, the Army Values and professional ethics and increases self-awareness. The Foundation course is required for all Army Civilians employed after 30 September 2006 as well as all Army interns before the completion of their intern program. The FC is available to other members of the Army Civilian Corps for self-development and is exclusively available through DL.
- **The Basic Course** provides students an opportunity to develop an enhanced understanding of how to effectively lead and care for teams. This course is required for Army Civilians, grades GS 1-9 or equivalent, in permanent leadership appointments. Prerequisite is the FC (if required). This course is offered exclusively through DL.
- **The Intermediate Course** prepares Army Civilians for increasing responsibilities to exercise supervision. Students augment their leadership abilities and develop skills to manage resources, display flexibility and resilience, and focus on the mission. This course is required for Army Civilians, grades GS 10-12 or equivalent, in permanent leadership appointments to supervisory or managerial positions. Prerequisite is the FC (if required). This is a blended course consisting of DL and 3 weeks of resident instruction.
- **The Advanced Course** is designed for Army Civilian Professionals (ACPs) who exercise supervisory responsibilities and directly support Enterprise Leaders. The course is taught in three different modalities (Resident, Mobile Education Team, and Virtual), and is open to Army Civilians, grades GS 13-15 or pay band equivalent, in permanent appointments, DoD leaders, active-duty military supervisors of Army Civilians, and local nationals. Prerequisite is the FC (if required). The Advanced Course is a two phased blended course; Phase 1 is Distributed Learning (online), and Phase 2 is four weeks of resident or synchronous Distributed Learning instruction. The course includes the Senior Executive Service (SES) mentorship and Talent Development Program. The Advanced Course is the Gateway Course and required for Army Civilian Professionals to attend Senior Enterprise Talent Management Course (Senior Service College), Enterprise Talent Management Course (Command and General Staff College) or Leader Development Courses such as the Harvard Senior Executive Fellows (SEF) or Leadership for a Democratic Society (LDS).
- **The Continuing Education for Senior Leaders-Strategic Leadership Course** provides an interactive environment in which senior leaders (GS 14/15, CWO 4/5, SGM/CSM, and LTC/COL) discuss current issues and relevant challenges facing civilian and military leaders. The program's intent is for leaders to periodically return to the program to refresh and receive updates on current Army issues and initiatives. Students will apply strategic thinking and problem solving to global Army and DOD issues. CESL-SL is a 5-day workshop with GO and SES guest speakers, university professors, and interactive exercises. Prerequisites include Foundations Course (if required) and the Advanced Course. One-year is required between Advanced Course completion and CESL attendance. Two years are recommended between each CESL-SL attendance.



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# **Chapter Three**

## The Army University Strategy



The Army has provided Army University with several guiding documents to steer it toward the Army’s training, education, and modernization objectives. These include, but are not limited to, the Army University’s founding document (HQDA EXORD 214-15), Secretary of the Army Top six objectives, the Army Campaign Plan (ACP), Army Planning Guidance (APG), Army People Strategy (APS), TRADOC Campaign Plan (TCP), and CAC Command Guidance to the Office of the Provost. These guiding documents share the common theme of taking a learner-centric approach to optimizing learning in support of the Army’s multidomain operating concept and reinforcing the Army Leader Development Strategy. In aggregate, these documents demonstrate Army University’s mandate to optimize learning by developing leaders,

modernizing education systems, processes, and tools, supporting talent management, and rapidly updating training and education policy to reflect operational and doctrinal changes.

## Authorities

The broad responsibilities detailed in these guiding documents imply similarly broad authority to execute them. Indeed, Army University possesses significant authorities through its chancellor (TRADOC commander) and vice chancellor (CAC commander). These authorities include overall policy, governance, an oversight over all Army schools and centers. While the chancellor and vice chancellor have direct authority over the education enterprise, the provost exercises control over Army University’s staff and enterprise directorates, making

## Army University Guiding Documents

HQDA EXORD 214-15	Army Campaign Plan 23-30	TRADOC Campaign Plan 5.0	Army Learning Concept for 2030-2040
<ul style="list-style-type: none"> <li>Develop World Class Faculty</li> <li>Professionalize Curriculum Development</li> <li>Grow Qualified Students</li> <li>Adopt Nationally Recognized Standards</li> <li>Improve Professional Research and Publications</li> <li>Expand Public/Private Partnerships</li> <li>Implement new business and governance practices</li> </ul>	<ul style="list-style-type: none"> <li>ACP CO 2 – Develop Leaders</li> <li>ACP CO 3 – Build Positive Command Climate</li> <li>ACP CO 4 – Prevent / Reduce Harmful Behaviors</li> <li>ACP CO 25 – Sustain and Improve Institutional Readiness.</li> <li>ACP CO 27 – Data Centric Army</li> </ul>	<ul style="list-style-type: none"> <li>LOE 2- Train               <ul style="list-style-type: none"> <li>OBJ 2.2 Modernize Institutional Training</li> </ul> </li> <li>LOE 3- Develop Leaders               <ul style="list-style-type: none"> <li>OBJ 3.2 Improve Professional Military Education</li> <li>OBJ 3.3 Improve the Army Civilian Leader Development Program</li> <li>OBJ 3.4 Build Lifelong Opportunities</li> </ul> </li> <li>LOE 5- Shape the Future Force               <ul style="list-style-type: none"> <li>OBJ 5.3 Update Doctrine</li> <li>OBJ 5.4 Incorporate and Disseminate Lessons Learned</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Promote a culture of individual and organizational responsibility for continuous learning and behavioral performance.</li> <li>Assess and manage the development and employment of talent to maximize learner competencies, promote learner readiness, and to optimize teams to conduct MDO.</li> <li>Improve army’s ability to adapt learning strategies and systems to operational environment and doctrinal changes. Provide data driven mechanisms to enable tailored learning and behavioral assessment across OISD learning domains</li> <li>Ensure learners, facilitators, leaders, coaches, and mentors have the skills needed to support the learning environment and improve learner behavioral performance and task mastery</li> </ul>
<p><b>SA Top 6 Objectives (2022)</b></p> <ul style="list-style-type: none"> <li>Putting the Army on a sustainable strategic path.</li> <li>Ensuring the Army becomes more data centric and can operate in 142 contested environments.</li> <li>Continuing efforts to be resilient in the face of climate change.</li> <li>Building positive command climate at scale.</li> <li>Reducing harmful behaviors.</li> <li>Adapting the way that we recruit and retain talent</li> </ul>	<p><b>Army People Strategy</b></p> <ul style="list-style-type: none"> <li>Enable rapid adaptation of learning products</li> <li>Enhanced educational experience &amp; expertise with Army and Joint learning environment</li> <li>Assessment-based leader education</li> <li>Increased VOLED participation</li> </ul>	<p><b>CAC Command Guidance</b></p> <ul style="list-style-type: none"> <li>Drive change</li> <li>Develop leaders</li> <li>Steward the profession</li> <li>Quality of life</li> </ul>	
	<p><b>Army Planning Guidance</b></p> <ul style="list-style-type: none"> <li>Distributed learning modernization analysis</li> <li>Classroom IT</li> <li>Hardware and Software</li> <li>Network requirements</li> <li>Instructor/training developer regs</li> <li>Necessary regulatory or policy changes</li> </ul>		

the provost the driving force behind Army University education initiatives. Unlike the TRADOC and CAC commanders, the provost's responsibilities focus more narrowly on the advancement of Army education. While the provost does not exercise direct authority over the ten centers of excellence, the provost does maintain broad responsibility for the multitude of core education functions affecting all schools and centers.

The provost also wields significant influence over the Army's education enterprise through numerous TRADOC publications. Organizations within the Office of the Provost serve as functional proponents for the Army's learning policy and systems through the TRADOC 350-70 series of regulations, the Army learning concept through TRADOC PAM 525-8-2, the faculty development and recognition program through TRADOC regulation 600-21, the enterprise classroom program through TRADOC regulation 350-71, and the Army distributed learning program through TRADOC PAM 350-70-12.

## Resources

Core Army University responsibilities such as Professional Military Education (PME), and continuing education and credentialing are consistently funded through an annually approved congressional defense budget. However, late budget approvals regularly force the Army to operate through continuing resolutions. Since continuing resolutions only permit continuing execution of previously authorized funding levels and programs, their use can disrupt previously programmed resource execution early in the fiscal year and delay new initiatives until a budget is passed. Army University informs POM development primarily through TRADOC's Training Requirements Analysis System (TRAS). Additional Army University modernization efforts are funded through Army programs of record such as Product Manager (PdM) Army Training Information System (ATIS), Program Executive Office Enterprise Information Systems (PEO-EIS) and the Integrated Personnel and Pay System-Army (IPPS-A), which include important education-related functions. For example, ATIS will eventually integrate learning content management, training development and management, and training resource management functions. Some important Army University programs, however, are funded episodically through end of year

funding. The Army distributed learning program and the enterprise classroom program, for instance, is only partially programmed, and requires end of year funding to meet its requirements.

Although funding streams may be relatively consistent, they do not provide a guarantee of future resourcing. The current no-growth budget environment may constrain Army University's resources for the foreseeable future. The Army Program Guidance Memorandum (APGM) for fiscal years 2024-2028 recognizes the current "uncertain fiscal environment" and the resulting need to "ruthlessly prioritize finite resources and divest under performing and legacy programs." Moreover, Army education is unlikely to rank high among Army modernization priorities since the Army's education needs are currently being met without substantial capital investments. To be sure, Army training and education must adapt to meet the Army's needs within changing learning and operational environments. No crisis exists within Army training and education, nor is one likely to present itself on the near horizon.

Meanwhile, the Office of the Provost remains under filled and shrinking. Military staff positions are filled at approximately 76 percent of authorized strength, while its Army Civilian staff is filled at less than 92 percent. Despite such significant undermanning, the Office of the Provost will be further constricted by projected HQDA-directed Army Civilian personnel reductions.

## Mission

Army University enables the education of adaptive and agile leaders of character through a continuum of learning, to execute the requirements of a large-scale combat operations and Multidomain Operations (MDO) capable force which is ready to compete and win against peer threats in a contested environment by 2030.

## Ways

To accomplish this mission, Army University focuses on the learner-centric ways to develop leaders, modernize, and influence. These ways also exploit Army University's opportunity to support Army talent management by collecting soldier data pertaining to knowledge, skills, and behaviors acquired through training and education, and



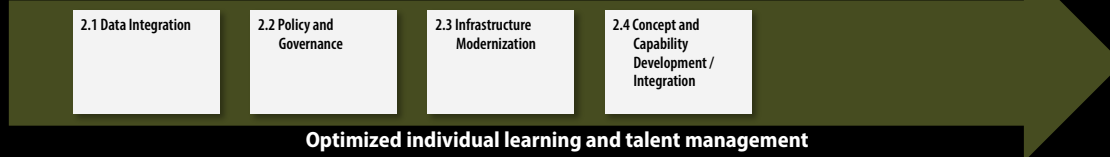
Enable the Army's learning enterprise by **developing learners**, enhancing the content and delivery environment, and ensuring adequate resources while evolving the learning continuum to bridge to **the Army of 2040**.

### LOE 1 Develop Leaders



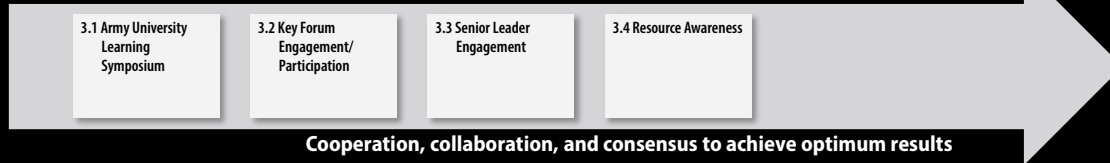
**END STATE:**  
Qualified students, staff, and faculty mastery achieved, best personnel retained, culture of responsibility for learning established, diverse student bodies, and joint accreditation maintained.

### LOE 2 Modernize



**END STATE:**  
A learning ecosystem of integrated data, and assessment-based individualized distributed learning, supported by policy and governance, and concept and capability development.

### LOE 3 Influence



**END STATE:**  
Influence activities that drive education requirements and resourcing, forum synergy; total force knows how to access educational tools.

## LOE 1 Develop Leaders



**END STATE:**  
Qualified students, staff, and faculty mastery achieved, best personnel retained, culture of responsibility for learning established, diverse student bodies, and joint accreditation maintained.

integrating that data into Army personnel systems. These ways correlate to three lines of effort, each supported by several primary objectives.

### LOE 1: Develop Leaders

#### 1.1 Curriculum delivery to educate agile and adaptive leaders of character

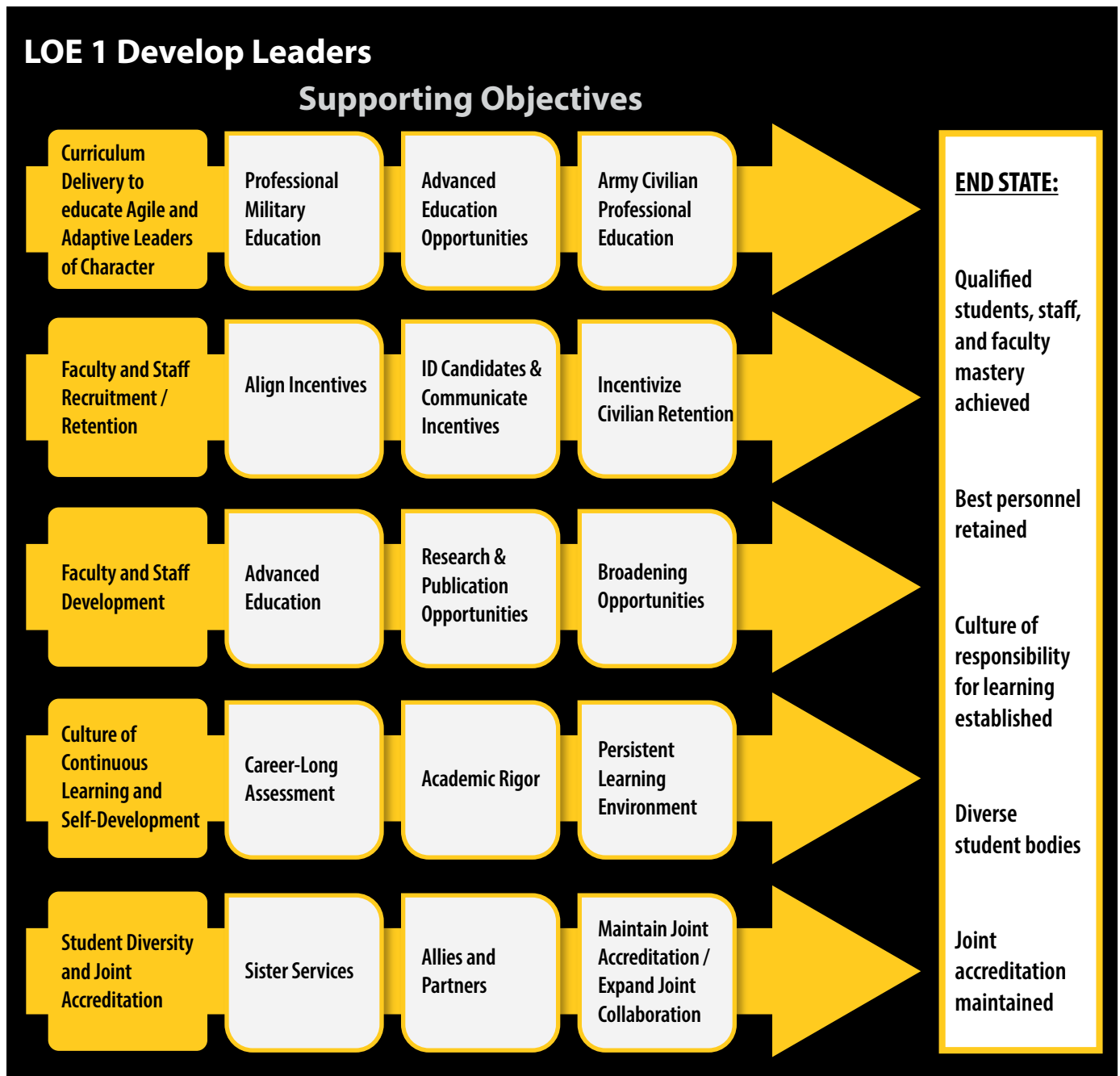
Army University's schools perform the critical function of delivering curriculum directly to students in both resident and distributed modalities. Officer, warrant officer, and non-commissioned officer PME is the critical element of leader development and foundation for the continuum of learning. Army University's chancellor (TRADOC commander) conducts PME through



its Centers of Excellence, Command And General Staff College, and Warrant Officer Career College. Army University's Deputy Commandant for CGSC provides advanced education opportunities such as the advanced military studies program, advanced strategic planning and policy program, and the advanced strategic leadership studies program. Army University's Deputy Commandant, through the command and general staff college, also executes pre-command courses from the company to brigade echelons, and general officer

development through the Army strategic education program-command. The Army Management Staff College educates and develops the Army Civilian Corps for leadership and management responsibilities throughout the Army and serves as the executive agent for the Army Civilian education system. In this capacity, the college advances professional education for Army Civilians throughout the enterprise.

In June of 2023, Army University initiated the Educating Leaders of Character (ELOC) program as



an investment in Army values and part of the professional stewardship. This enterprise level program is committed to building adaptive and empathetic leaders who can thrive in a complex environment, increasing soldier, Army Civilian, and leader character development.

## **1.2 Faculty & Staff Recruitment/Retention**

Highly qualified and motivated faculty are essential to Army learning. Professional instructors and curriculum designers are adept at developing and delivering curriculum in ways that enable students at every skill level to improve their understanding of course material and their ability to apply new knowledge and skills across the operational, institutional, and self-development learning domains. While Army University can and does provide formal faculty and staff development, it must first recruit qualified candidates who possess the acumen and desire to serve in a training and education environment. To do so, Army University must align incentives to attract a diverse pool of high potential candidates, and then utilize talent management principles to identify and recruit top candidates who possess the appropriate knowledge, skills, and behaviors for faculty and staff responsibilities.

More importantly, incentives must be tailored to attract talent appropriate to specific schools and centers. While some career incentives may align regardless of rank or subject, incentives for commissioned officers, warrant officers, and non-commissioned officers often vary. Commissioned officers and warrant officers, for example, may respond to incentives for higher education, while non-commissioned officers may be more enticed by instructor special pays, preferred follow-on assignments, or increased promotion potential.

For military faculty and staff, assignment to Army University must be viewed as a career-enhancing, broadening opportunity. Army University provides commissioned officers, warrant officers, and non-commissioned officers the opportunity to become experts in Army and joint doctrine, to be exposed to and contribute to “big ideas” about the future of land and joint warfare, and to broaden their perspective to include interagency and international partners. The Army’s officer Assignment Interactive Module (AIM) marketplace has established a

pathway for candidates to signal their most important characteristic: the desire to serve as a faculty or staff member. Other potential faculty and staff members must be recruited. Actively communicating incentives to well-qualified candidates through the aim marketplace during manning cycles will help attract talent with potential to serve as faculty and staff members to generate a pool of interested candidates.

For Army Civilian Professionals (ACPs), Army University can leverage pay incentives and quality of life incentives, as well as the ability to continue or expand individual research and collaboration opportunities. Additionally, Army University will improve upon its USAJOBS.GOV position postings, develop a plan to aggressively recruit potential candidates through appropriate forums such as academic conferences, and explore the feasibility of leveraging digital civilian hiring forums.

## **1.3 Faculty & Staff Development**

Army University will provide faculty and staff with both institutionalized formal development and individualized professional development opportunities. Learners require faculty and staff that display competence in instructional techniques and courseware development, demonstrate subject matter expertise, and embody professional, legal, and ethical behavior in the performance of their duties as members of a superior faculty to facilitate optimized learning. These Army Instructor Competencies (AICS) are primarily developed through the faculty and staff development program.

Informally, development opportunities including but not limited to advanced education, professional research and publishing opportunities, and broadening opportunities with other Army, joint international, and civilian institutions should be encouraged and supported whenever mission responsibilities allow. The Leavenworth National Security Consortium provides a compelling example of a forum enabling faculty and staff development opportunities through professional research and collaboration.

Faculty and staff development should be deliberate. Leaders at every level should assist subordinates with writing individual development plans to support their organization’s objectives, and individual’s personal goals. Development plans should be centered around addressing identified gaps in the

individual's knowledge, skills, and behaviors required to best support organizational and personal goals. Additionally, professional development can and should be advanced through formal and informal mentorship programs that enable individuals to achieve greater understanding from those more experienced in their field.

### 1.4 Culture of Continuous Learning and Self-Development

Army University further develops leaders by fostering a culture of continuous learning and self-development. This is done in part by promoting individual responsibility for learning. To promote personal responsibility for learning, Army University will support implementing career-long assessment, bolster academic rigor by maintaining accountability for training and academic standards and class preparation, and incentivize contributions to the professional body of knowledge by awarding additional academic credit, special recognition and awards, additional professional opportunities, and/or financial rewards.

Soldiers must develop a commitment to guided and personal self-development, which are critical aspects of the self-development training domain. Army University promotes these aspects of self-development through the Army Credentialing and Continuing Education System. Guided development includes the opportunity to pursue mos-related credentials that prepare soldiers for changing technical, functional, and leadership responsibilities. Personal development includes educational opportunities that are self-initiated, such as pursuing

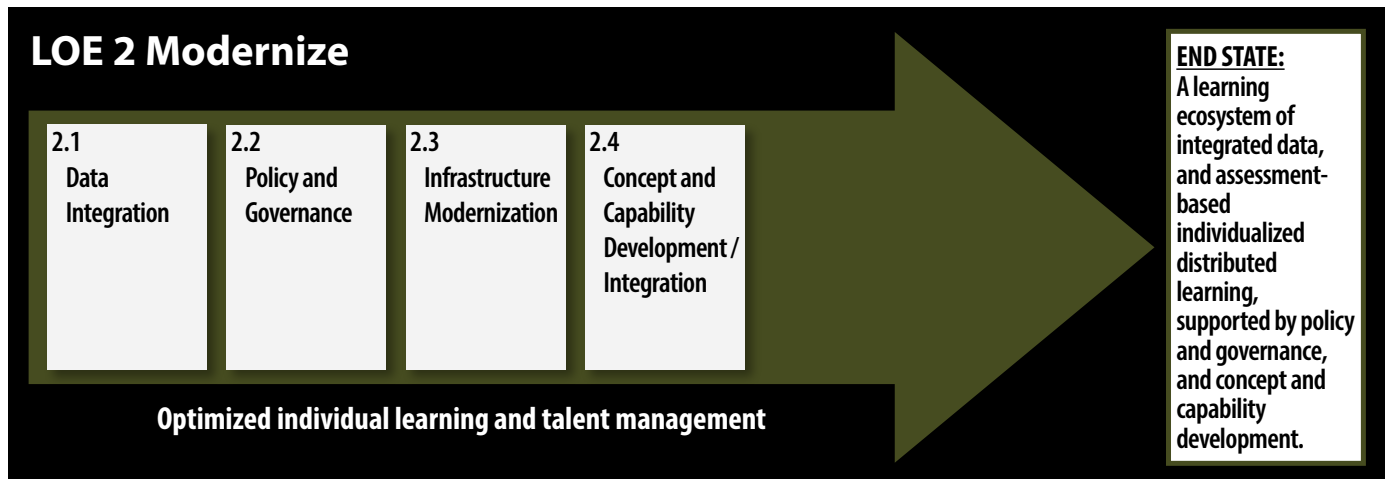
college education, advanced degrees, or self-initiated credentialing opportunities through the voluntary education programs. Army University Press (AUP) offers books, journals, staff rides, podcasts, and other materials on doctrine, leadership, and military history for leader development at the unit and individual level. Articulation agreements provide self-development opportunities with colleges and universities that can enable maximum transfer of credits for soldiers pursuing higher degrees. By providing these self-development opportunities, Army University enables soldiers to expand their depth and breadth of knowledge and bridge learning gaps.

### 1.5 Student Diversity & Joint Accreditation

Students themselves contribute to each other's learning optimization by exposing each other to diverse perspectives. Moreover, student demographics are a primary component of Joint Professional Military Education (JPME) accreditation. To diversify the learner experience and maintain joint accreditation, Army University strives to expand sister service, interagency, and international student enrollment throughout all schools, increasing Joint, Interagency, Intergovernmental, and Multinational (JIIM) perspectives while maintaining joint accreditation standards.

### LOE 2: Modernize

Army University seeks to modernize the existing Army education ecosystem to best prepare the Army's Officers, Warrant Officers, NCOs, Soldiers, and Civilians to meet the demands



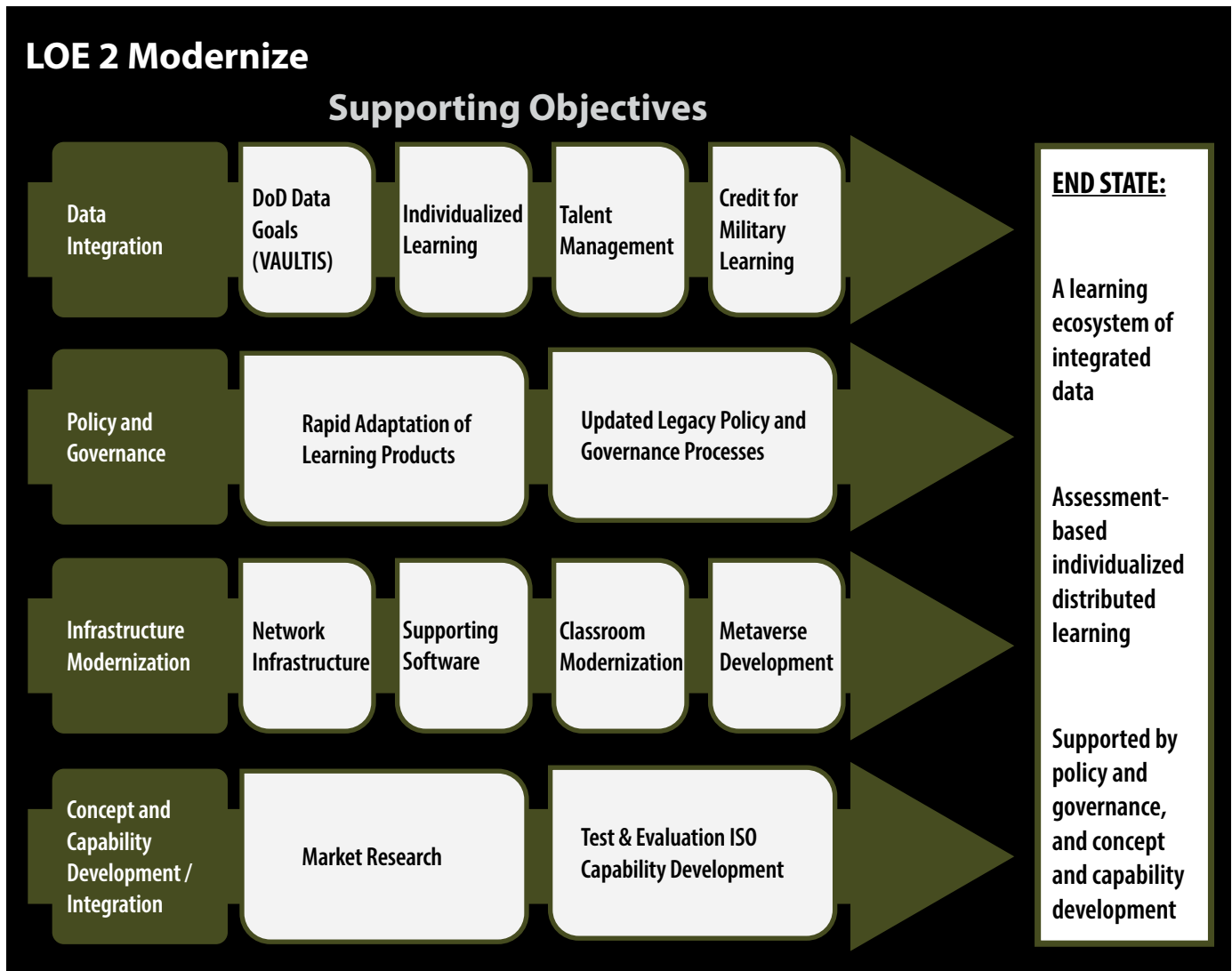
of multidomain operations and Joint Force responsibilities. Doing so will depend upon Army University accomplishing five primary objectives: data integration, policy and governance updates, concept and capability development and integration, infrastructure modernization, and modernizing its approach to resourcing.

The Army learning concept for 2030-2040 defines the learning ecosystem as “a system of systems, designed to support the diverse continuum of lifelong learning and behavioral development activities an individual or team may experience holistically.” This system of systems requires integrated data to optimize individualized learning and talent management. In time, a modernized ecosystem will be a system of systems infrastructure that enables assessments-based individualized learning objectives and

curriculum development, leverages learning data for talent management, and integrates data to support education across the learning continuum.

### 2.1 Data Integration

Data integration is an essential element of learning ecosystem modernization. Done well, data integration will lay the foundation that enables individualized learning by linking assessment data to future artificial intelligence systems, which can then tailor curriculum, supplemental lesson material, and lesson delivery to unique learner needs. Data integration is also important to supporting the Army’s talent management strategy as it depends upon collecting and integrating the right data to create a complete picture of individual soldier knowledge, skills, and behaviors.



Ongoing DOD and Army data integration efforts focus on cloud solutions to data storage and knowledge management, and subsuming legacy systems into fully integrated ones such as IPPS-A and ATIS.

Integrating data to support modernization begins with ensuring education-related data meets the department of defense's seven data goals of making data Visible, Accessible, Understandable, Linked, Trustworthy, Interoperable, and Secure (VAULTIS). A critical requirement toward meeting these goals is to ensure all current and future education systems adhere to established institute of electrical and electronics engineers (IEEE) standards. All Army University elements will ensure data integration by adhering to IEEE standards, using VAULTIS goals as a guide for all data systems and supporting software.

In addition to meeting IEEE and VAULTIS standards, Army University will maximize its data integration potential by linking systems to each other and to existing Army and DOD systems. To this end, Army University will engage directly with the owners and developers of existing systems and emerging programs of record to ensure education needs are included in system requirements, and to ensure education systems are fully interoperable with Army and DOD systems. ATIS, IPPS-A, and TRADOC development capability (TDC) form the core of existing programs within which Army University can best influence the education ecosystem. Additionally, Army University exercises influence within the career long assessments program, battalion commander assessment program (BCAP), and colonels command assessment program (CCAP) to ensure assessments are integrated within the learning ecosystem to support personalized curriculum.

In support of the DOD data strategy and Army digital modernization strategy, Army University will leverage proven Commercial-Off-The-Shelf (COTS) solutions whenever possible and integrate systems requirements with existing Army and/or DOD systems to avoid duplicative capabilities and achieve DOD's VAULTIS data goals.

## **2.2 Policy & Governance**

Policy and governance documents and processes must be updated where necessary to support emerging modernization requirements

and doctrinal changes. Army University will continue updating existing policy documents and establishing new policies as needed to ensure ecosystem integration across the Army education enterprise. These include new regulations to support and integrate the Army University library system, enterprise registrar system, and spouse development office, and major updates to existing documents such as TRADOC pamphlet 525-8-2, the Army learning concept for 2030-2040 and the Army University Education Modernization Strategy & Implementation Plan 2028. The Army Credentialing and Continuing Education Services for soldiers (ACCESS) supports Soldiers in pursuit of educational and credentialing opportunities, which requires policy and governance documents be monitored and updated, as required, to support the mission.

## **2.3 Infrastructure Modernization**

The learning ecosystem relies upon appropriate infrastructure to deliver desired learning outcomes. This is especially true in the context of robust data integration and the growth of distributed learning. Infrastructure modernization consists of three primary components: network infrastructure, supporting software services, and classroom modernization.

Network infrastructure includes cloud migration and upgrading network access to maximize information accessibility and collaboration, while minimizing disruption due to either security failures or overprotection. Supporting software services will utilize this modernized network to develop and access curriculum and leverage learning and collaboration tools.

Meanwhile, classrooms must be modernized to maximize new network infrastructure and software capabilities. This may include new hardware solutions and classroom configurations that support instructors' ability to conduct synchronous and asynchronous instruction in either traditional classroom or distributed learning modalities. Modernized classrooms will also support bring-your-own-device (BYOD) solutions to hardware requirements.

To further support infrastructure modernization, comply with existing DOD and Army guidance, and preserve resources, Army University will also eliminate redundant systems, and avoid using proprietary



systems when an existing Army or DOD system can perform the same function.

## 2.4 Concept & Capability Development/ Integration

Army senior leaders rely upon Army University to identify gaps within enterprise education and develop solutions to close those gaps. Therefore, it is incumbent upon Army University to continuously access learning efficacy, identify potential areas of improvement, research new ways to optimize learning, and develop new capabilities when necessary. Army University accomplishes this through concept development, and capability development and integration to include market research, and supporting test and evaluation when appropriate.

Army University develops concepts to drive change within Army training and education, staffing and publishing those concepts primarily through the Army training concept and Army learning concept. Based on published concepts and identified gaps in education support to the Army, Army University will then conduct market research to identify existing or emerging capabilities that may further optimize learning. Examples span the range of education-related capabilities from classroom techniques and instructor tools to new software and education delivery programs, to classroom hardware, artificial intelligence, and virtual reality capability. Research should leverage proven technology while maturing technology continues to develop in the civilian marketplace. This research will validate the efficacy of new capabilities that fall within Army University’s existing ability to fund solutions such as non-resource-intensive

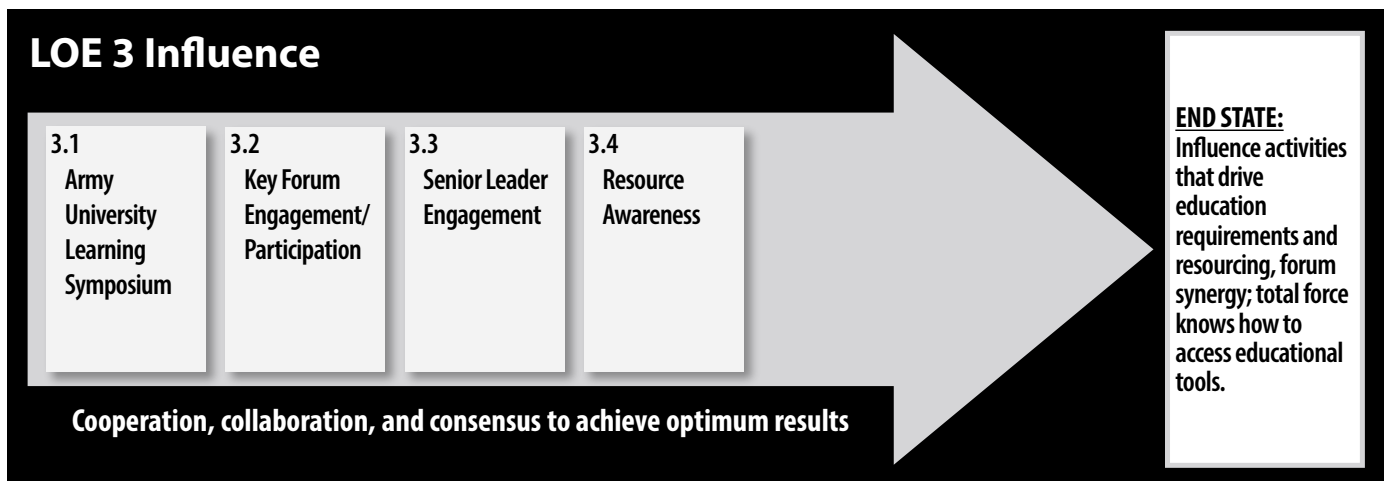
teaching aids that can be resourced through end of year funding request. Initial market research will establish the analytical underpinnings for new capability development for identified gaps that require new and/or significant Army resourcing through formal acquisition processes. In these cases, Army University will initiate and support the procurement process, and participate in the test and evaluation of any proposed material solution.

## LOE 3: Influence

Enterprise organizations achieve results by gaining cooperation, engendering collaboration, and building consensus. This is especially true for the Office of the Provost due to its lack of direct authority over the Army’s Centers of Excellence, and comparatively low budget priority status. As the primary advocate for education initiatives and resourcing, the Office of the Provost achieves cooperation, collaboration, and consensus by influencing key Army forums, Army and Joint senior leaders, and by making the Total Army aware of existing educational resources. Effective influence requires deliberate staff planning, building enduring peer-to-peer relationships, and preparing senior leaders to engage at the optimal moment with the best message.

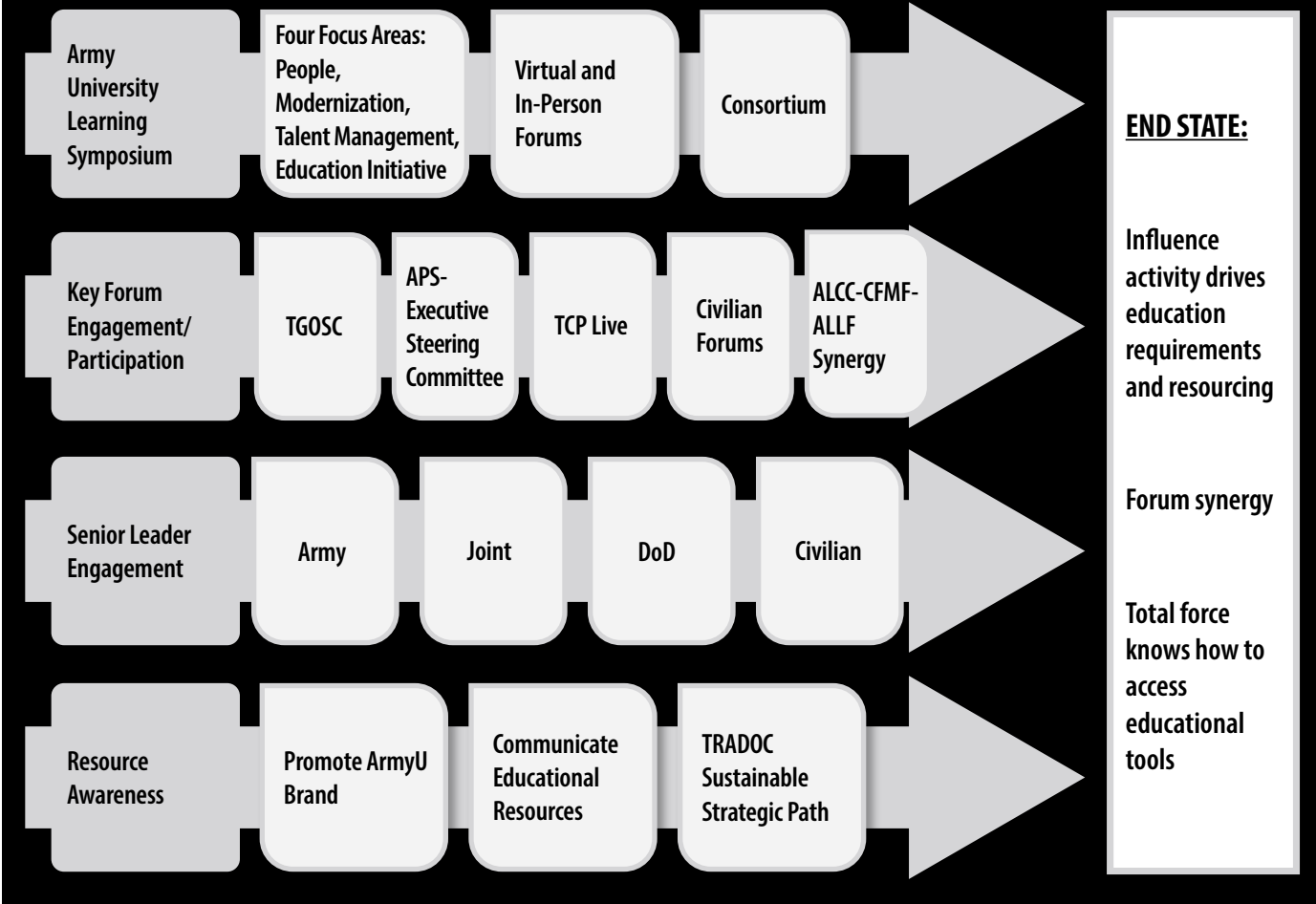
### 3.1 Army University Learning Symposium

The Army University Learning Symposium was established as a biennial event through HQDA EXORD 214-15 “establishment of the Army University.” The Army University Learning Symposium informs and further develops



# LOE 3 Influence

## Supporting Objectives



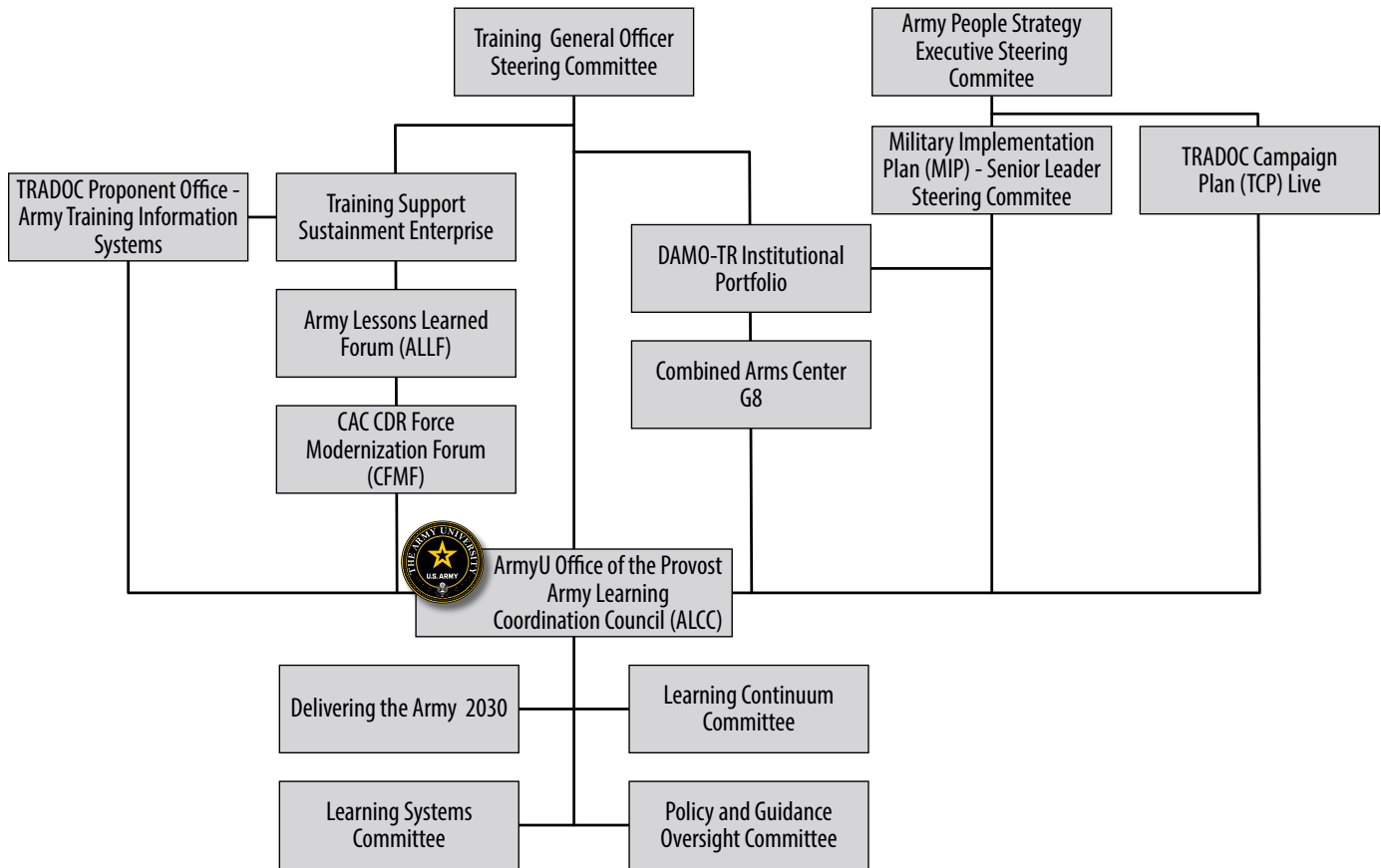
partnerships between military, civilian, government, academic and industry partners in four focus areas: People, Modernization, Talent Management, and a fourth highlighted annual topic. Through in-person and virtual forums, the Army University learning symposium allows for the exchange of ideas and promulgates cutting edge learning sciences.

### 3.2 Key Forum Engagement/Participation

Army University utilizes an Education and Modernization COP to facilitate effective communication and decision-making across the organization. By combining the information and ideas generated by relevant forums, Army University can identify common themes and priorities, as well as develop comprehensive strategies that integrates diverse perspectives and expertise.

The ALLF (Army Lessons Learned Forum), the CFMF (Commanders' Force Modernization Forum), and the ALCC (Army Learning Coordination Council) constitute the three overarching forums primarily focused on Doctrine, Organization, Training, and Leadership and Education (DOTL) requirements to inform Army-wide governance and decision-making forums both horizontally and vertically and provide recommend solutions to four-star decision-making forums. While not depicted, the ALCC is currently analyzing integration of the Combat Training Center Commanders Conference to both inform and leverage leader development outcomes from CTC program. Their interconnectedness creates synergy by identifying capability gaps, collection of feedback, and lessons learned to incorporate and develop integrated, synchronized DOTL solutions.

## Key Forums for Advancing Army Education



The ALLF is designed to identify gaps, issues, lessons learned, and Tactics, Techniques, Procedures (TTPS) to drive DOTMLPF-P change across the Army.

The CFMF focuses on Organizations and Material Solutions and is designed to synchronize and integrate force modernization efforts (17 LSCO Gap Solutions, Total Army Analysis (TAA), Army Requirements Oversight Council (AROC), Army Steering Committee (ASM), and DOTMLPF-P Modernization efforts).

The ALCC advises and synchronizes activities across the Army Learning Enterprise to ensure integrated, progressive, and sequential programs of learning from IMT to senior level education. It serves as TRADOC's primary oversight body for Army Learning Model (ALM) implementation and provides the venue for Commandants, School Proponents, DOT-D's and PME to address the requirements for educational gaps which require changes to education and resources for execution.

Two Additional forums, the Training General Officer Steering Committee (TGOSC) and the Army People Strategy Executive Steering Committee, are critical to advancing Army education equities and obtaining resources to support education endeavors.

The Training General Officer Steering Committee (TGOSC) is the Army's primary decision-making forum for training and education-related POM funding and is influenced by the Office of the Provost through three principal avenues. First, most education equities can be furthered through CAC modernization forums. These forums are primarily led by CAC's Fielded Force Integration Directorate (FFID), which represents requirements for several major Army programs of record to the Training Support System Enterprise (TSSE). Second, TRADOC Proponent Offices for the Army Training Information Management System (TPO-ATIS), Synthetic Training Environment (TPO-STE), and Mission Command (TPO-Mission Command (CPCE)) represent requirements to the TSSE for further

input to the TGOSC. Third, the TGOSC is influenced through normal CAC G-8 processes, which inform the Department of the Army Management Office for Training and Resourcing (DAMO-TR) Institutional Portfolio. DAMO-TR also informs the Army People Strategy Senior Leader Steering Committee, which plays an important role in tracking, prioritizing, and resourcing education-related initiatives.

The Army People Strategy Executive Steering Committee (ESC) is a primary decision-making forum for deciding APS-Military Implementation Plan (MIP) priorities and is influenced by the Office of the Provost through two primary avenues. First, the MIP Senior Leader Steering Committee (SLSC) advises the ESC on the Planning, Programming, Budgeting, and Execution (PPBE) process as it relates to funding of MIP strategies and programs. The Office of the Provost is an identified member of the SLSC for the topic of maximizing credentialing opportunities for Soldiers and is an unidentified stakeholder for several other topics.

Second, the weekly TRADOC Campaign Plan (TCP) Live forum represents a key opportunity for the Provost to advance education requirements. The TRADOC Commander serves as the MIP ESC lead integrator for the Develop Talent LOE, and co-lead integrator for the Acquire Talent LOE. This is an important role as it enables the TRADOC Commander, as Army University Chancellor, to advance education-related initiatives. Additionally, TCP Live is attended by the Army University Vice Chancellor, and every actor important to implementing Army education requirements. These include

COE Commanders, TPO-ATIS, all Army Schools, and critical coordinating senior leaders such as the TRADOC DCG and Executive Deputy to the TRADOC Commander.

### **3.3 Senior Leader Engagement**

Army University should seek opportunities to influence key leaders on behalf of the education enterprise. The TRADOC environment provides ample opportunity to influence key leaders on behalf of Army University during site visits and through normal reporting processes. Armed with appropriate themes and messages, Army University leaders can support education initiatives by leveraging these opportunities to keep key leaders informed about existing and emerging programs, resource shortfalls, and other areas of concern.

### **3.4 Resource Awareness**

Many stakeholders remain unaware of the numerous education and self-development opportunities resulting in unused resources and lost training and education potential. Army University will develop a strategic messaging plan to ensure stakeholders are fully aware of its education and self-development resources.

Additionally, many, including some senior leaders, remain unfamiliar with Army University's role and contributions to the Army. Army University must market its brand to close this gap. Clearly articulated and widely adopted themes and messages that are targeted to specific audiences will close the awareness gap over time.



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“Army University is not a brick and mortar structure; it is a virtual, distributed, constructive, and collaborative learning environment encompassing existing Army education institutions. The Army University connects professional military education institutions across the Army into a single educational structure.”  
–HQDA EXORD 214-15, Establish The Army University, 08 June 2015



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