

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.

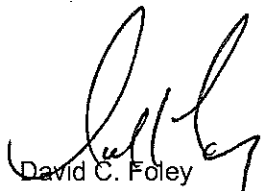
During the last three years our Army has moved toward a multi-domain educated force which Army University has continued to evolve the academic enterprise. Informed by the Army Campaign Plan, TRADOC Campaign Plan 3.0/4.0, CAC Command Guidance, and existing 2020 strategy; ArmyU leadership facilitated a 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, provide 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 having 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).

1. Advance the educational enterprise for our Army as the champion of PME and CES.
2. A need exists to define and calibrate what Army University is for to internal and external stakeholders. Within the institution, there is a gap in shared understanding of 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 to transformation / modernization initiatives. The Army Learning Coordination Council (ALCC) with supporting committees and sub-committees are the vehicles that TRADOC,
4. Accurately and realistically forecasting of resources and risk to mission / force. Anticipating a resource constrained environment in terms of people and program, ArmyU needs to better align available and forecasted means towards prioritized concepts.
5. Optimize talent management.
6. Telling the Army University story. Seven years from inception, there is a lack of shared understanding of the Army University identity across the Army.

This 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



The Army University Strategy

12 June 2023



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.

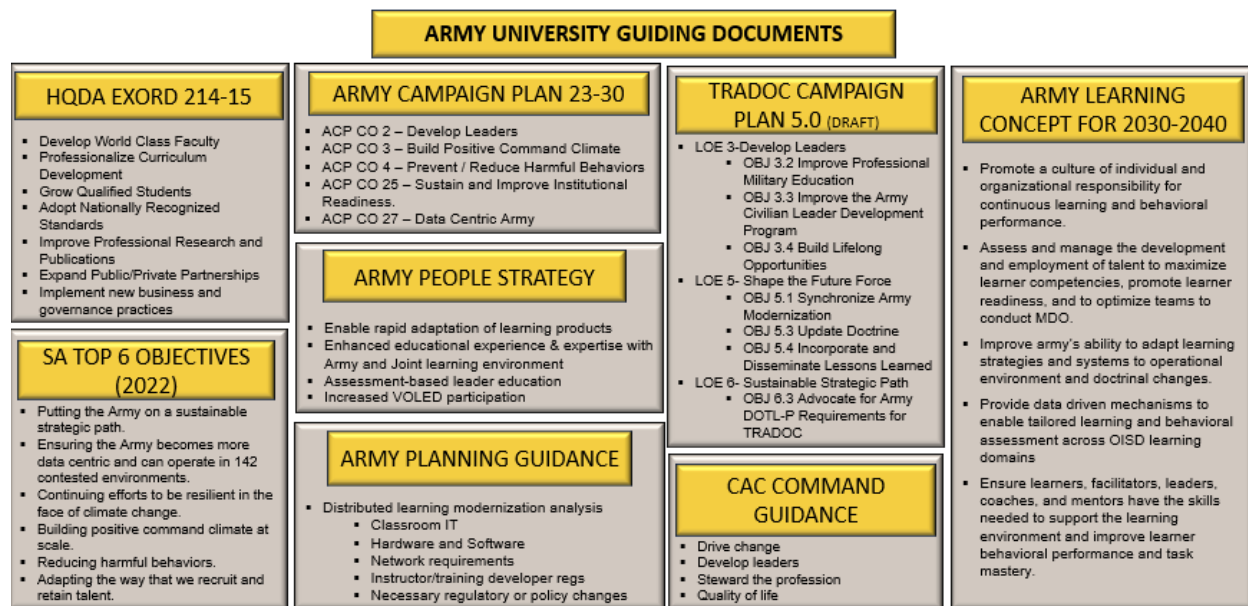
As an overarching concept, the Army University system involves all the Army’s educational efforts, including TRADOC

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.

BACKGROUND

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 concept¹ and reinforcing the Army Leader Development Strategy.² 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, and 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 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 Program Objective Memorandum (POM) spending 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 POM funded, 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 underperforming and legacy programs."³ Moreover, Army education is unlikely to rank high among Army

Army University Strategy 2023

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 underfilled 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.⁴ Despite such significant under manning, 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, in order to execute the requirements of 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 integrating that data into Army personnel systems. These ways correlate to three lines of effort, each supported by several primary objectives.

ARMY UNIVERSITY LINES OF EFFORT

LOE 1: DEVELOP LEADERS

- CURRICULUM DELIVERY TO EDUCATE AGILE AND ADAPTIVE LEADERS OF CHARACTER
 - FACULTY AND STAFF RECRUITMENT/RETENTION
 - FACULTY AND STAFF DEVELOPMENT
 - CULTURE OF CONTINUOUS LEARNING AND SELF-DEVELOPMENT
 - STUDENT DIVERSITY AND JOINT ACCREDITATION
- ENDSTATE:** QUALIFIED STUDENTS, FACULTY AND STAFF MASTERY ACHIEVED, BEST PERSONNEL RETAINED, CULTURE OF RESPONSIBILITY FOR LEARNING ESTABLISHED, DIVERSE STUDENT BODIES, AND JOINT ACCREDITATION MAINTAINED.

LOE 2: MODERNIZE

- DATA INTEGRATION
 - POLICY AND GOVERNANCE
 - INFRASTRUCTURE MODERNIZATION
 - CONCEPT AND CAPABILITY DEVELOPEMNT/INTEGRATION
- ENDSTATE:** AN LEARNING ECOSYSTEM OF INTEGRATED DATA, AND ASSESSMENT-BASED INDIVIDUALIZED DISTRIBUTED LEARNING, SUPPORTED BY POLICY AND GOVERNANCE, AND CONCEPT AND CAPABILITY DEVELOPMENT.

Learning
Potential
Optimized

LOE 3: INFLUENCE

- ARMY UNIVERSITY LEARNING SYMPOSIUM
 - KEY FORUM ENGAGEMENT/PARTICIPATION
 - SENIOR LEADER ENGAGEMENT
 - RESOURCE AWARENESS
- ENDSTATE:** INFLUENCE ACTIVITY DRIVES EDUCATION REQUIREMENTS AND RESOURCING, FORUM SYNERGY, TOTAL FORCE KNOWS HOW TO ACCESS EDUCATIONAL TOOLS

LOE 1: DEVELOP LEADERS

LOE 1: DEVELOP LEADERS

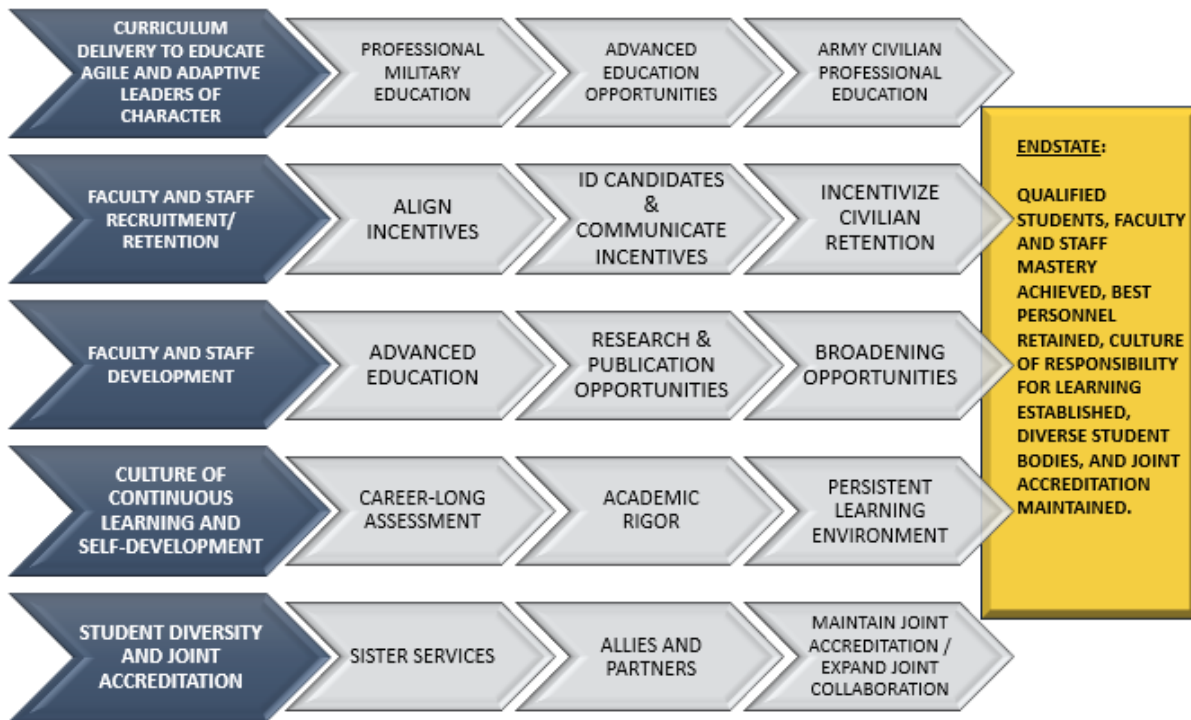
- CURRICULUM DELIVERY TO EDUCATE AGILE AND ADAPTIVE LEADERS OF CHARACTER
 - FACULTY AND STAFF RECRUITMENT/RETENTION
 - FACULTY AND STAFF DEVELOPMENT
 - CULTURE OF CONTINUOUS LEARNING AND SELF-DEVELOPMENT
 - STUDENT DIVERSITY AND JOINT ACCREDITATION
- ENDSTATE:** QUALIFIED STUDENTS, FACULTY AND STAFF MASTERY ACHIEVED, BEST PERSONNEL RETAINED, CULTURE OF RESPONSIBILITY FOR LEARNING ESTABLISHED, DIVERSE STUDENT BODIES, AND JOINT ACCREDITATION MAINTAINED.

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.

LOE 1: DEVELOP LEADERS- SUPPORTING OBJECTIVES



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.

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 in order to facilitate optimized learning.⁵ These Army Instructor Competencies (AICs)⁶ 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.

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.

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.

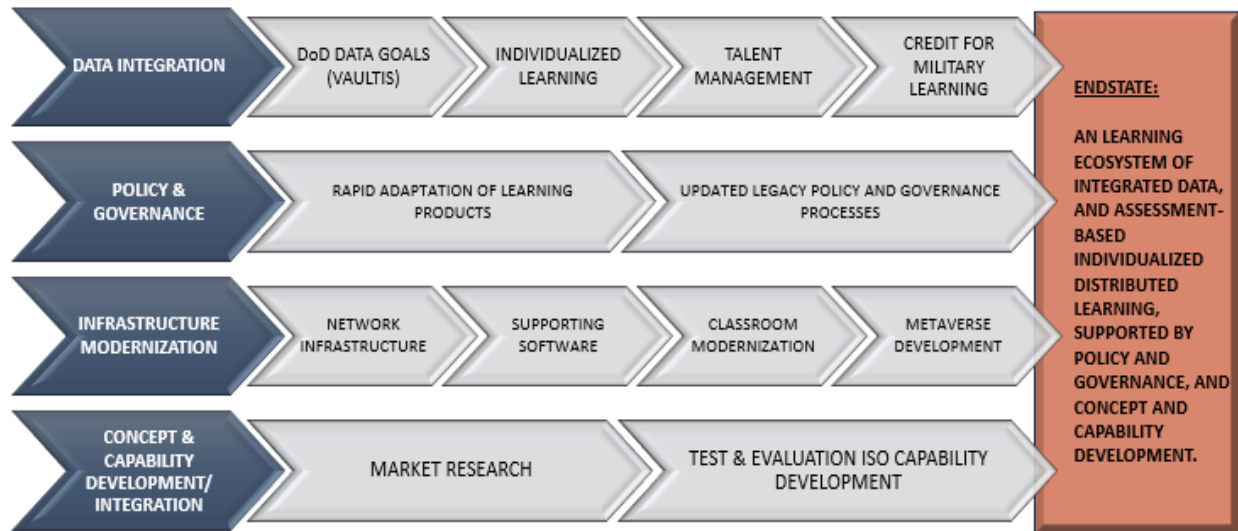
LOE 2: MODERNIZE



The Learning Ecosystem

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.”⁷ 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.

LOE 2: MODERNIZE- SUPPORTING OBJECTIVES



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).⁸ 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-of-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.

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, Scholarship Cadets, and Civilian in pursuit of educational opportunities which requires the policy and governance documents monitored and updated, as required, to support the mission.

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

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 assess 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.

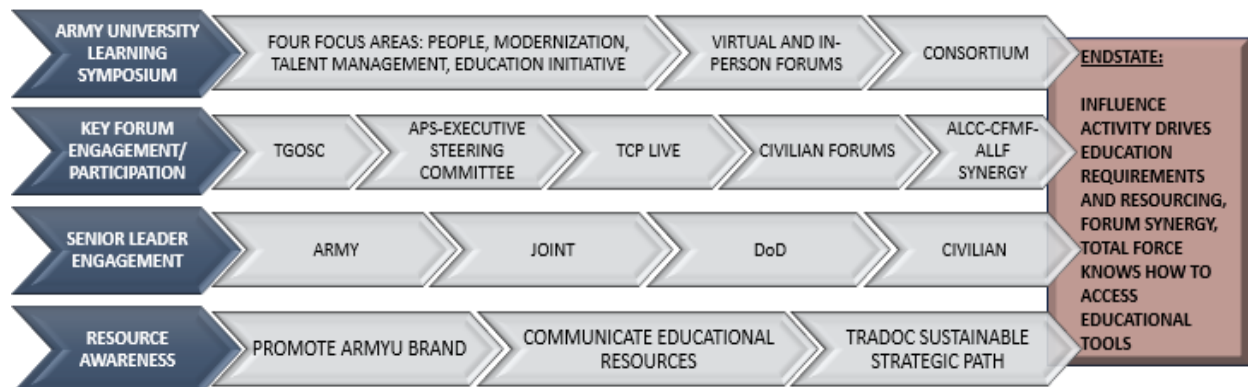
LOE 3: INFLUENCE

Enterprise organizations achieve results by gaining cooperation, engendering collaboration, and building consensus.⁹ 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.¹⁰ 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.

LOE 3: INFLUENCE



LOE 3: INFLUENCE - SUPPORTING OBJECTIVES



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 partnerships between military, civilian, government, academic and industry partners on 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.

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. Their interconnectedness creates synergy by identifying capability gaps, collection of feedback, and lessons learned to incorporate and develop integrated, synchronized DOTL solutions.

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 most 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

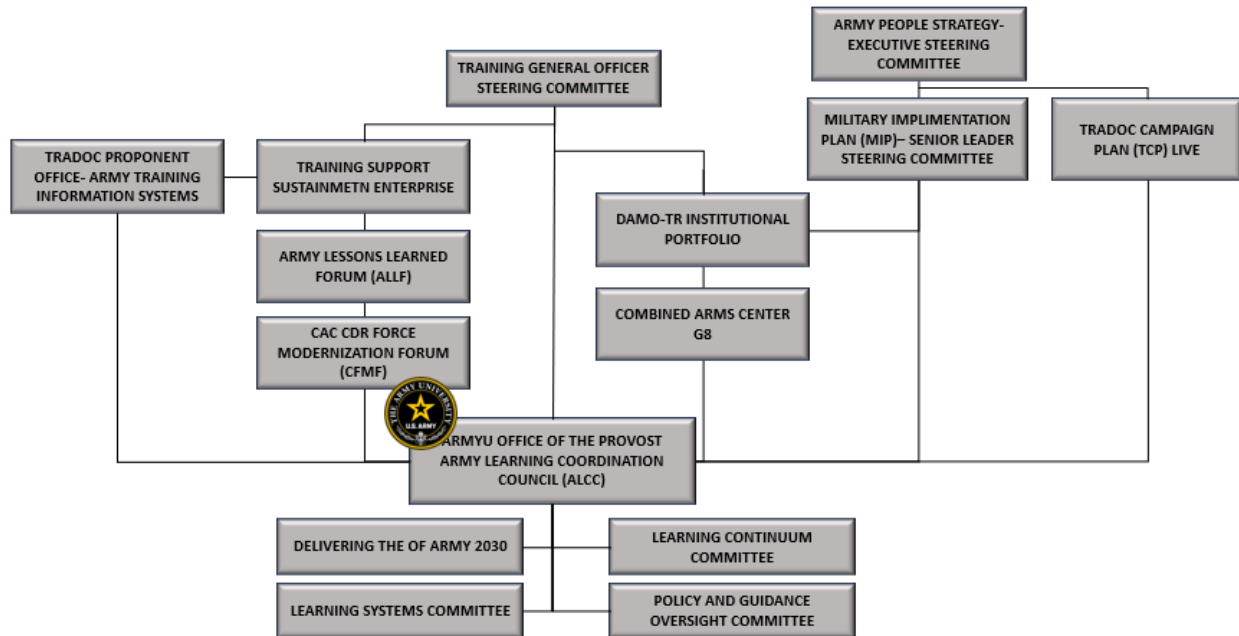
Army University Strategy 2023

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.¹¹ 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.¹²

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.

KEY FORUMS FOR ADVANCING ARMY EDUCATION



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.

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.

Army University Strategy 2023

¹ Department of the Army. *FM 3-0 Operations*. 2022.

² Army Leader Development Strategy, June 5, 2013.

³ *Army Program Guidance Memorandum for the Program Objective Memorandum for Fiscal Years 2024-2028*. 13 January 2023.

⁴ Data provided by Army University G-1. Numbers were intended to reflect staff primarily dedicated to enterprise education, not instructors. Therefore, data does NOT include AMSC, SAMS, SCP, CGSC, WOCC, or WHINSEC.

⁵ TP 350-70 Faculty and Staff Development, 8.

⁶ TR 600-21 Faculty Development and Recognition Program, 2 May 2018.

⁷ TRADOC Pamphlet 525-8-2, The Army Learning Concept for 2030-2040; Glossary. pp 44

⁸ Department of Defense Data Strategy

⁹ Allen, Charles, and Robert Bradford. 2018. "Taking a Bite of the APPLE(W): Understanding the Defense Enterprise," *Military Review*, May-June 2018, pp 65-66.

¹⁰ Allen, Charles, and Robert Bradford. 2018. "Taking a Bite of the APPLE(W): Understanding the Defense Enterprise," *Military Review*, May-June 2018, pp 69.

¹¹ Army People Strategy Military Implementation Plan, 2022, pp 6.

¹² Army People Strategy Military Implementation Plan, 2020, pp 40.