

CGSC

Developing Leaders to Adapt and Dominate for the Army of Today and Tomorrow

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PHOTO: A view of the front of the Lewis and Clark Center, June 2012, Fort Leavenworth, KS.

IN AUGUST 2007, the historic U.S. Army Command and General Staff College (CGSC) moved into the 440,000 square foot Lewis and Clark Center to continue its 131-year tradition of educating Army officers for service to the nation. For alumni who experienced the Command and General Staff Officer Course (CGSOC) in Bell Hall, this new facility is the most visible sign of the transformation of CGSC. Designed to meet the future needs of the Army in education, this facility is as versatile as the officers it must educate. Housing the best field grade students the Army has to offer, taught by a world-class faculty, the new CGSC is a major reason the Combined Arms Center is referred to as the “Intellectual Center of the Army.” While the building is an incredible story, the real importance lies in what is going on inside the building, in the classrooms, and in the courses taught. This is not the Command and General Staff College of years past, but an institution that leads by example, recognizes the evolution of the world, and changes constantly to support the Army through the accomplishment of its mission:

CGSC educates and develops leaders to adapt and dominate in unified land operations...and advances the art and science of the profession of arms in support of Army operational requirements.

Change in the College comes in how we accomplish our educational mission, as well as within the content of our courses. This change is an active, evolutionary educational process that drives the institution to reexamine itself on a frequent basis. The operational environment is dramatically different than in previous times. Additionally, there has been a tremendous growth in understanding of adult learning and professional education, and CGSC is leveraging this new science. We are educating a different generation of emerging leaders who bring incredible experience to the classroom to share. Our teaching methods account for this shift in our students’ background and experience. The most obvious difference over the previous 30



U.S. Army photo by Noah Albro

LTG David G. Perkins, commander of the Combined Arms Center and commandant of the Command and General Staff College, speaks at the International Military Student Badge Ceremony for CGSOC Class 12-01, Fort Leavenworth, KS, 7 June 2012.

years is that more than 90 percent of our Army students have recent combat experience and nearly 70 percent have multiple combat tours. Based on this background, and the ever-changing operating environment that is our world, it is easy to see that change remains a constant in the process of leader development and education for the Army.

The Chairman of the Joint Chiefs of Staff released the *Joint Education White Paper* on 16 July 2012, providing guidance to Joint Professional Military Education (JPME) schools like CGSC. “The purpose of Professional Military Education (PME),” according to the White Paper, “is to develop leaders by conveying a broad body of knowledge and developing the habits of mind essential to our profession.” The document goes further to counsel that “beyond providing critical thinking skills, our education programs must also ensure leaders have—

- The ability to understand the security environment and the contributions of all elements of national power.
- The ability to deal with surprise and uncertainty.

- The ability to anticipate and recognize change and deal with transitions.

- The ability to operate on intent through trust, empowerment, and understanding.”¹

This article will depict CGSC’s journey toward meeting these goals—where we are and where we must continue to evolve. CGSC has always achieved its important mission of preparing leaders for our Army, the Department of Defense, and the nation. This is an opportunity to explain the great things going on today at CGSC and how we continue to adapt to be the premier educational institution the Army needs.

Those who have spent much time around Fort Leavenworth have seen historical quotes by Marshall and Eisenhower concerning the importance of the Command and Staff College to our nation’s success in World War II. In his excellent book on the history of CGSC, Dr. Peter Schifferle points out that General John J. Pershing saw the critical importance of a Leavenworth education even earlier. As few officers were available with a CGSC preparation, the American Expeditionary Force commander in

World War I issued a standing order that all CGSC graduates be sent to his headquarters upon their arrival in France.² The historical legacy of preparing leaders to win our nation's wars since 1881 is part of what drives the leadership and faculty of the College today. This enduring tradition and responsibility is now ours to maintain and grow.

In 2006, Brigadier General Volney Warner and Dr. Jim Willbanks published an article in this journal, which focused on what the College was doing in educating field grade officers and the movement to Universal Intermediate Level Education.³ While much of their description remains accurate today, the College has changed in many ways, as would be expected based on the changing operating environment around us and ongoing implementation of the Army Learning Model.⁴ As the United States reaches the end of two wars and the redeployment of most of the Army out of combat zones, new challenges face CGSC, which will drive continuing change over the next several years.

Quality of the Learning Environment

One of the major changes since 2006 and the newest piece of Leavenworth history is the Lewis and Clark Center. Constructed just south of its predecessor, Bell Hall, this impressive brick structure provides the new home for the College and an instructional facility second to none in the Department of Defense. These classrooms are outfitted with educational and mission command technology that allows students to learn with the digital command and control systems that they use in brigade and division operations centers. Each classroom is a video teleconference suite, and all the lecture halls and conference rooms in the building are also outfitted to allow the students and faculty to communicate anywhere in the world to enhance the educational experience. This facility has allowed the College to move rapidly to embrace emerging technology when appropriate for its instructional model and provide students an appropriate digital application experience embedded in the courses. In addition the School of Advanced Military Studies, in Flint and Muir Halls, has been renovated to provide the same quality in educational technology and environment for the students who attend this second year of advanced education.

Interagency and Multinational Contribution to the Student Body

A key aspect of the Army Learning Model is the quality and diversity of peers in the classroom environment. Not only have technical aspects of the classroom experience improved, but the demographic makeup of the student body has changed to better prepare Army leaders for the joint, interagency, multinational world of operations. The past five years have seen a growth in the number of international military students studying at Fort Leavenworth. With a total student population of 1,391 in academic year 2012, 115 were international students from 93 different countries. In addition to this growth in international military students, in the past five years CGSC has seen the introduction of civilian students from different federal government agencies. The most recent classes have included civilian participants from 15 agencies throughout the U.S. Government, including the Federal Bureau of Investigation, Border Patrol, Department of State, Department of Homeland Security, various intelligence agencies, and others. As part of the aggressive program to attract these students, the Army has sent officers to serve in the agencies on an exchange basis to mitigate the absence of our civilian students. This effort, referred to as the Interagency Fellowship Program, is paying great dividends in creating a much better understanding between our field grade officers and their interagency partners.

Increased Capacity at CGSC and Satellite Campuses

The Lewis and Clark Center has an expanded capacity, with 96 identical classrooms capable of educating 1,536 students at one time. Students also have the opportunity to enroll in CGSOC away from Fort Leavenworth at the Western Hemisphere Institute for Security Cooperation (WHINSEC) at Fort Benning, Georgia, a satellite campus, Total Army School System (TASS) site, or via the distance-learning program. The satellite campuses opened between 2005 and 2010, with teaching teams at Fort Belvoir, Fort Lee, Fort Gordon, and Redstone Arsenal that provide resident education to nearly 1,000 officers per year. While originally created to meet the Common Core Intermediate-



General Lloyd J. Austin, III, vice chief of staff of the U.S. Army, presents the Marshall Award to the outstanding U.S. graduate of CGSOC Class 12-01, MAJ Brendan R. Gallagher, 8 June 2012, Fort Leavenworth, KS.

Level Education (ILE) requirements of functional area officers, these educational sites also include basic branch officers, thus adding to the number of officers who can benefit from a blended resident experience. These sites mirror the home campus in every way, utilizing the same curriculum, teaching methodology, and educational technology. The value of this additional educational venue in the development of mid-career leaders for the Army cannot be overstated. Another pertinent change is that Fort Leavenworth now executes two course starts each year for CGSOC and the School of Advanced Military Studies, one in the summer and one in the winter. This addition of a winter start has met the needs of Army Force Generation (ARFORGEN) by providing officers to the force more often than the traditional once-a-year influx after a June graduation.

Improved Quality of Nonresident PME

One of the most dramatic changes seen in the educational program is within the nonresident and distance-learning programs. Gone is the course we

fondly referred to as “the box of books,” replaced by the state-of-the-art in educational science for online distance-learning courses. Students who take the CGSOC Common Core via TASS or a satellite campus can utilize a blended experience of virtual classroom adult learning and computer-based instruction for the advanced operations component of the CGSOC curriculum. Students can also take the entire CGSOC via distance-learning. While few Active Component officers have done so in the near past, it was commonplace before the policy of universal ILE and is so once again to ensure all officers have an opportunity to complete CGSOC in their years as a major. The TASS system provides National Guard and Reserve officers access to the CGSOC Common Core in periods that closely align with their monthly and annual training periods so that they can complete their ILE education. Finally, while the distance-learning curriculum used to lag over a year behind its residential counterpart, the new curriculum process has brought us to the point where the distance and resident courses are in the same curriculum year. Regardless of the learning environment, the Army

and the Joint Staff have fully accredited all of the resident and nonresident methods of taking CGSOC.

Increased Frequency of Curriculum Revision

Just as the operational environment in Afghanistan and Iraq created a need for increased emphasis on counterinsurgency operations in 2006, today's rapidly changing environment and doctrine help to define what should be taught in CGSOC. While we have not cast counterinsurgency aside, we have made room for new topics whose importance is becoming visible with the Army's mission changes. Discussion of major combat operations now occurs alongside counterinsurgency as well as defense support of civil authorities. CGSC has also reintroduced the training management skills that were once the staple of field grade officers to a generation of officers who have only known an Army at war and ARFORGEN. Leavenworth is preparing new generations of officers who are adaptive, agile, and can think critically, but we can only do so by practicing these same skills in the management of the curriculum. We have begun to examine what the future will hold in a postwar world. One good example is the Department of Military History, which has dedicated significant time to the Middle East in the past 10 years. CGSOC Class 13-01, which started in August, will find a curriculum that has turned along with the strategic focus of the nation and now will spend more time looking at the Asian-Pacific region. CGSOC is currently formally reevaluating the curriculum with a focus on identifying the best mixture of content and delivery methods beginning in 2014. We know that the coming changes will include revised Army doctrine being released in October 2012, joint lessons learned during the decade of war in Iraq and Afghanistan, changes to joint education based on a review underway, and revised strategic guidance coming from the U.S. presidential administration in 2013. We have already incorporated important Army doctrine changes (e.g., Army Doctrine Publications 3-0, 5-0, 6-0, 6-22, and 7-0) and concepts such as Mission Command, Comprehensive Soldier Fitness, and the Army Profession. All these changes have been fully integrated into the curriculum at CGSC schools. The greater challenge is to identify what important concepts or challenges just now

emerging will be critical in the next few years. One thing that we know for certain, the importance of teaching critical-thinking and communication skills will continue to be the single most important factor in educating field grade officers. Every senior leader who talks to the students and faculty at CGSC stresses this point. The Joint Education White Paper referred to earlier is very specific on this point, when it expressly directs "that joint education...prepare the leaders of Joint Force 2020 to be adaptive, innovative, critical-thinking leaders capable of operating in complex and unstructured environments."⁵ The Army Learning Model is based on creating a career-long learning continuum designed to prepare officers with the knowledge and habits of mind to meet the Joint Education White Paper's charge. Whether we are teaching tactics, logistics, history, leadership, or joint operations, the ability of our officers to think through ambiguous problems and determine quality solutions is the intended outcome.

Increased Focus on Rigor and Inspiring Excellence

A highly qualified faculty of active duty military officers and civilian educators teaches, coaches, and mentors students attending CGSOC. An important aspect of the CGSC learning model is establishing and keeping graduate level standards. If students do not meet the standards, they are dismissed. This is not intended to be draconian, but the fact is that quality graduate schools do not graduate students with multiple grades of C. Neither does CGSC. While the number of students affected by this standard is relatively small, the systems are in place for the faculty to hold the line with students who are underperformers, and faculty members are supported when they make these difficult assessments. In the same way, as with all educational institutions, we occasionally have students who cross an ethical line in their academic studies and are guilty of plagiarism. This is dealt with from a professional ethics standpoint, and a number of students each year depart from all the resident and nonresident versions of CGSOC without finishing the course for either academic failure or misconduct. The real importance of the academic standards in place at CGSC is the challenge that they present for students. Gone are the "school solutions" of the 1990s, which bred the idea of a single answer to complex

problems. Instruction on various critical-thinking models is part of the core curriculum and the ideas discussed in these classes are revisited throughout the yearlong curriculum. The military decision making process is one of the models introduced, but the British Seven Questions is also examined when the British counterpart institution brings its student body over for the joint exercise Eagle Owl each year. Students are able to compare different ways to approach problems and draw on what they think makes the most sense as they approach complex or chaotic problems. While our involvement with the British Intermediate Command and Staff College (Land) is the largest exchange opportunity, we annually exchange students and instructors with the Brazilian *Escola Superior de Guerra*, German *Führungs Akademie*, French *Ecole de Guerre*, and the Australian Command and Staff College as well.

One of the recent additions to the educational program of CGSOC, coined the Scholars Program, is a specialized group of alternative studies programs that offer select students the opportunity to make a dive into an important aspect of the operational art.

Students must volunteer for the Scholars Program and the faculty must support them. The program places the students in small cohort groups where they participate in focused educational programs or research projects. This effort is both a broadening experience and an opportunity for scholarly research on important topics for the Army. Some programs are consistently offered, such as the Warrior Logistician Program, which results in a Master's of Business in Supply Chain Management from the University of Kansas, while others are proposed by CGSC faculty members, such as the Local Dynamics of War Seminar, and run as long as there is student interest. This particular seminar exposes students to cutting-edge scholarship on strategy, war, politics, governance, economics, culture, and ethics; this exposure imparts a rich appreciation for how military and nonmilitary factors combine to create tough planning challenges for commanders and staffs throughout the range of military operations and at all levels of war. The most enduring research group is the Art of War Seminar, where a small group of students has the equivalent of a



David Pierson, a CGSOC instructor from the Department of Distance Education, conducts a Defense Connection Online session with online students in the Advanced Operations Course.

civilian semester to research and write on a specific operational art topic under the guidance of a senior faculty member or members. The intended outcome for this particular group is publishable research that adds to the body of professional military knowledge and warrants the awarding of a Masters of Military Art and Science degree. The overall quality of the theses produced by the Art of War Scholars over the past two years has led to the Combat Studies Institute (CSI) developing the peer-reviewed *Art of War Papers*. These papers, four of which have been published and are available on the CSI website, and another that is in the final editing with a forecast publication date of August 2012, have received excellent reviews from some of the leading civilian scholars in their fields. The most important aspect of the Scholars Program is not the writing and publications, but the development of the students and what the students will be able to contribute as emerging Army leaders for the rest of their careers.

Another important and challenging program at CGSC is the Master of Military Art and Science (MMAS) graduate degree program. Though not new (it was first accredited in 1976), this degree program has grown significantly in the number of students participating over the past five years.⁶ The graduate degree program at CGSC is different from those in many PME institutions, in that, while it is available to all students, it is not awarded for simply completing the standard curriculum.⁷ This research-based program has always been voluntary and requires a commitment beyond the curriculum to four research electives, a comprehensive oral examination of the year's curriculum, and the completion of a thesis-length research project. This program has always attracted talented students from both the U.S. and international student populations, and in the last few years, the fertile research ground created by Iraq and Afghanistan has led to some excellent scholarly work. One such student product was Douglas Pryer's "The Fight for the High Ground," a thesis on U.S. Army interrogation during Operation Iraqi Freedom. The leadership at CGSC thought it to be of such quality that the CGSC Foundation published it as a book. It was not only our leadership who were impressed with this piece of student research, for as Peter Mansoor from The Ohio State University wrote, "Pryer's warning should be a wake-up call to the Army leadership. I highly recommend that

every officer read this book for the lessons and warnings it offers. At the very minimum, *The Fight for the High Ground* should be part of professional military education curriculum. The alternative to better education—to bump merrily along hoping that the Army values instruction will prevent future abuse—is unacceptable."⁸ While not every thesis produced by the MMAS program is of this quality, about 15 percent of every CGSOC class that comes through Fort Leavenworth accepts the challenge of producing a detailed research paper. In the fall of 2011, CGSC was able to extend its masters degree program to Spanish-speaking CGSOC students at WHINSEC. In June 2012, CGSC awarded an MMAS to three U.S. and three international students from the WHINSEC CGSOC course. The discipline and critical-thinking skills required to complete an MMAS serve to improve these students and move them closer to the Joint Education White Paper's charge to JPME.

The institution is thriving intellectually, but that does not mean it has forgotten that it is a professional military school. A previous commandant, then Lieutenant General David Petraeus, created a program in 2005 designed to encourage physical fitness and reward those students who achieve the highest standards during the course. Named the Iron Major Award, it goes to the top male, female, and international student in each class who meet the Iron Major criteria. While many students may qualify as Iron Majors, only the top student in each category receives this award at graduation. Since June 2006, the Iron Major award has gone to 13 male U.S. students, 5 female U.S. students, and 7 international military students.

Improved Faculty Credentials

The most critical component for success of any educational institution is its faculty. The College has seen its faculty change significantly in the past 10 years as demonstrated by its current demographics, educational background, teaching experience, and intellectual achievement. Historically, the faculty at Fort Leavenworth has been overwhelmingly military, with officers serving two- or three-year tours as an instructor before returning to an operational unit. As identified by Warner and Willbanks, a shift occurred from 2000 to 2006 that moved the "civilian to military ratio of 10:90 to a ratio of 60:40 (moving



Central Intelligence Agency director David Petraeus hands out coins to the Iron Majors of CGSOC class 12-01, Eisenhower Hall, Lewis and Clark Center, May 2012, Fort Leavenworth, KS.

to 70:30).⁹ This ratio remains roughly the same today, although the College is currently undergoing an influx of officers into teaching positions that will again move the ratio to the original target of 60:40. There are a number of benefits to this shift and some possible challenges. One obvious change to the faculty, based on this shift in demographics, is the number of faculty members who have earned a doctoral degree. In the late 1990s, the number of faculty who had the highest academic credential hovered around 14, but as of July 2012, the College has 88 faculty members who have earned doctoral degrees. Such intellectual growth strengthens an institution that teaches graduate programs and confers graduate degrees upon some of its students. This increase in academic credentials opens doors to new educational and research possibilities and other degree programs in support of the Army's learning needs. An example of the value of this academic strength is that numerous universities accept CGSC course work, both resident and distance learning, for credit toward completion of their graduate degrees.

This growth in intellectual depth and breadth is also accompanied by more military experience at senior levels. One critic wrote of the “insidious creep of the civilian contractor” into PME institutions, but the civilian faculty members are Department of the Army civilians, many of whom are continuing their life of service to the nation.¹⁰ While in the 1990s very few members of the CGSOC faculty had commanded at the battalion or brigade level, the current civilian faculty includes 58 former battalion commanders and 13 former brigade commanders. These numbers represent a military experience level on the faculty not seen since 1925. In addition, the current military faculty includes 8 former battalion commanders and 13 officers currently on a centrally selected board (9 primary and 4 alternate). As we modify the ratio between civilian and military faculty we have also taken steps to create minimum requirements for military faculty to be assigned to CGSOC. There has never been a positive educational requirement for a graduate degree for military officers in order to teach at the College, an issue because the standard

curriculum is the basis for the graduate degree program. The College has now formally requested that these positions all be recoded to require a graduate degree, one more step to ensuring that we have the most qualified military faculty possible teaching at CGSC. Currently, we have one military member of the faculty with a doctorate and a number of others in doctoral programs. The College, partly due to its increased educational technology, has been able to partner with a number of local universities to offer doctoral programs in the Lewis and Clark Center in support of the educational needs of its faculty members, both military and civilian.

The growth in academic credentials among the faculty has a number of positive outcomes for the College and the Army. Professional military educational institutions have always had a requirement to participate in the maintenance and growth of a professional body of knowledge. The scholarship of the profession has to be renewed regularly, often tied to the changes in its operating environment. This is difficult for a largely transient military faculty to achieve because they are at the school for such a short time and spend much of that time

learning the CGSC advanced teaching methods that CGSC uses. While military members of the CGSC faculty do write for publication, the civilian faculty carries the heaviest load in scholarship and publication at the College. Members of the faculty publish numerous books and journal articles on various aspects of the military profession each year, and a writing awards program started in 2003 provides additional incentives for such work. In addition to their own work in enhancing military scholarship, the current faculty is far more qualified to supervise student research as part of the MMAS or Scholar's Program than at any time in CGSC's long history. From 1975 to 2005, the MMAS program had to import National Guard and Reserve officers with doctoral degrees to meet our accreditation requirements. Today the faculty at CGSC is fully qualified and this external assistance is no longer required. Of note is the recent addition of faculty members from other government agencies, such as the Department of State, National Geospatial-Intelligence Agency, and Central Intelligence Agency. These skilled faculty members bring the College a greater interagency



A panel of CGSOC majors fields questions from attendees of the National Education Conference, October 2010, Lewis and Clark Center, Fort Leavenworth, KS.

perspective and provide additional experience not easily available within the Army.

The second most critical component in developing a superb educational institution is a faculty development program that prepares subject matter experts to teach and develop curriculum that applies the best learning sciences in adult education. This is particularly critical in PME schools where a significant part of the faculty are active military who are subject matter experts and leaders, but generally do not have teaching experience. The CGSC Faculty and Staff Development office, working in support of its partner organization at the Army Training Support Center, is helping to improve faculty development throughout the Army. Based on the Faculty Development Program, a four-phase series of classes that produces facilitators and curriculum developers who can support these techniques, the Faculty and Staff Development office is providing expertise and experience on facilitated teaching. This facilitated methodology has been in use for many years at CGSC and its faculty's use of it predates the Army Learning Model by a decade or more. Facilitating a classroom, rather than controlling one, takes significantly more skill and practice. The mix of civilian and military faculty provides a strong combination to enhance the facilitation in the classrooms, while also ensuring current operational experience on the instructional team.

An additional benefit of a more stable faculty is CGSC's charge to develop critical-thinking in our students and graduates. While talented shorter-term faculty can certainly teach critical thinking well, it is a teaching challenge that requires practice and experience. Those faculty members who have had multiple years to develop their teaching craft, particularly those who have honed their own critical-thinking skills through doctoral dissertations or masters theses, tend to be more adept at shaping discussions to create the ambiguity and uncertainty with which our students need to be challenged. While it is relatively easy to teach clear, concrete content that is well suited to PowerPoint slides, when we move away from this teaching of specificity and aim to challenge the students with questions which are more open, there is little substitute for experience in the classroom.

At least one critic of PME institutions has complained that such institutions do not create a career

path for its faculty, largely because its leadership does not understand what this requires.¹¹ Nearly six years ago, CGSC created a faculty promotion process, which includes both civilian and military faculty, through which they could achieve academic promotion and gain academic rank. This process, which focuses the faculty on the four domains of teaching, service, scholarship, and faculty development, provides the road map for faculty to advance through their time at the College and grow as teachers and scholars. It was closely modeled after the successful program at West Point and has helped to develop a more intellectually active faculty who are moving forward in all domains of their profession. In support of this program and the MMAS research program, the College continues to adhere to the American Association of University Professors' statement on academic freedom. While this may seem counterintuitive for a military institution, the best scholarship and critical, creative thinking will only come from an environment where students and faculty are free to speak and write openly.

Optimizing ILE

In order to maximize the Army's return on investment from military education, The Army Training and Doctrine Command and the Combined Arms Center initiated changes to optimize ILE and provide the right education at the right time for the right officer. As part of these changes, the Army will conduct a merit-based selection process for resident attendance at Fort Leavenworth and its satellite campuses beginning with Year Group 2014. In conjunction with the projected announcement of the Army Competitive Category majors' promotion board selection in spring 2013, officers will be selected and slated for CGSOC

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attendance beginning in February 2014. This change is intended to align officers' attendance at CGSOC along their career learning continuum to provide the necessary field grade educational opportunity prior to performing in their key and developmental positions. The process will maximize the attendance at resident educational opportunities (at Fort Leavenworth, WHINSEC, an equivalent sister service or foreign school, or fellowship program and satellite campuses) and provide distance learning opportunities for all those not selected for a resident opportunity. Because of the importance of CGSOC in officer professional development, filling the billets will reduce the attendance backlog, optimize the mix of officers at resident courses, and achieve 100 percent attendance to better meet the needs of the Army.

Continual Assessment to Implement the Army Learning Model

The consistent theme throughout this article has been change. One of the key issues at the Staff College is how to manage change of the curriculum during times of great flux and volatility throughout the Army. CGSC operates under guidelines that require a regular review of the curriculum and of the performance of the students after each iteration of the major courses, so that we can make appropriate adjustments and examine what should be added or taken out. This process requires gathering and analyzing the appropriate data on the assessment of student learning and providing these results to the senior leadership. This may sound commonplace, but with the increased focus on outcomes-based learning in the Army Learning Model, such assessment will become critical throughout Army schools. Without quality assessment of student learning, how will we ever know if they are meeting the intended outcomes? Beyond that, how can the Army extend that assessment into the field environment where it really needs graduates to display evidence of their mastery of the outcomes? CGSC uses direct measures of learning such as papers or examinations to measure demonstrated learning in the classrooms, and it uses indirect measures such as graduate surveys or

supervisor surveys to demonstrate the transference of learning to the field environment. The process provides each level of leadership from the school director, dean of academics, deputy commandant, and eventually the commandant with a forum to examine and analyze the College's performance and seek to improve it. This process allows CGSC to answer the two most critical questions in successfully managing its curriculum. First, did it achieve its established educational goals for the course of study? With that question answered, we can address the second and harder question—what is it we need to teach to prepare our officers for the future that we are not teaching now?

Another point of change at CGSC is in our senior leadership. The commandant and deputy commandant provide visionary leadership and current experience from the operational force. This experience is one of the strong factors in ensuring that the curriculum at the College remains relevant to the needs of the Army and does not become out of synch with the reality of the field. The College's most senior military leaders are supported by a civilian dean of academics (a more stable position to provide continuity) and senior colonels leading the schools and departments. This team is charged with the long-term health of the curriculum and works closely with the College faculty to implement a curriculum that is adaptive to necessary change without being chaotic. The strong senior military leadership provides a vision for what the College should be teaching, while the stable team of civilian educators can develop educational solutions for how to achieve the vision of the commandant.

In Summary

Much has happened at CGSC since the article by Warner and Willbanks, and change remains the one constant. Facilities have greatly improved, technology use has grown tremendously to keep up the changes in the operational force, student demographics have changed to include more international officers and government civilians, and the faculty has matured into an intellectual asset for the Army. The institution has moved forward to increase the rigor of the courseware in all schools to provide students with the necessary challenges to prepare them for the uncertainty of the future. For about 80 percent of CGSC students, this is the last organized educational



The Lamp of Learning stands near the entrance of the Lewis and Clark Center, Fort Leavenworth, KS.

experience they receive as an Army officer. Six years ago, the Warner and Wilbanks article closed with a wonderful quote from Charles Darwin, who said, “It is not the strongest of the species that survive, nor the most intelligent, but rather the most responsive to change.”¹² That statement was true when CGSC’s history began in 1881, and it is still true. With the close of the current conflicts in Iraq and Afghanistan, the Army enters a new era that portends significant ambiguity and

undoubtedly many changes. The Staff College stands ready to meet the challenge of preparing graduates to lead America’s Soldiers, Sailors, Airmen, and Marines in these uncertain times, just as it did when General John J. Pershing called upon CGSC graduates to lead in World War I. An award-winning historian of CGSC referred to Fort Leavenworth as “America’s School for War,” and today, in an ever-changing world, we proudly still aspire to this title.¹³ **MR**

NOTES

1. General Martin E. Dempsey, “Joint Education White Paper,” (CJSC, 16 July 2012): 4.

2. Peter J. Schifferle, *America’s School for War: Fort Leavenworth, Officer Education, and Victory in World War II* (Lawrence: KS: University of Kansas Press, 2010), 11.

3. BG Volney J. Warner and Dr. James H. Willbanks, “Preparing Field Grade Leaders for Today and Tomorrow,” *Military Review* (January-February 2006).

4. The Army Learning Model is the implementation phase of The Army Learning Concept for 2015, TRADOC PAM 525-8-2, 20 January 2011.

5. Dempsey, 5.

6. Joan Johnson-Freese incorrectly maintains that the Naval War College was the first professional military education (PME) school to be accredited in 1984, but the Higher Learning Commission accredited CGSC in 1976 and the college has been accredited since that date. While Johnson-Freese may have been correct that the Naval War College was the first war college accredited, it was not the first PME institution. Joan Johnson-Freese, “Reform of Military Education: Twenty Five Years Later,” *Orbis* (Winter 2011): 141.

7. During her talk at the Future of Profession Military Education session held at

the ROA Headquarters in Washington, DC., on 19 April 2012, Dr. Johnson-Freese indicated that all PME institutions give their graduate degrees for merely completing the curriculum. CGSC is at least one exception to this contention, in that our graduate degree program is voluntary and there is significant additional work beyond the standard curriculum required to award the degree.

8. Peter R. Mansoor, Review of Douglas Pryer, *The Fight for High Ground*, in *Military Review* (July-August 2010): 97, 98.

9. Warner, 110.

10. Major General Robert H. Scales, “Too Busy to Learn,” *Proceedings* (February 2010): 30–35.

11. Johnson-Freese maintains that PME institutions do not provide a career path that is “transparent and merit-based,” but she again generalizes to PME what she has experienced at war colleges. The system at CGSC is both of these and, in fact, is faculty driven at the senior faculty positions of associate and full professor. Johnson-Freese, *Orbis*, 145.

12. Charles Darwin, *The Origin of Species by Means of Natural Selection* (Westminster, MD: Bantam Classics, 1999).

13. Schifferle.