

University model providing Army all training/education



By David Kintner

In the wake of drawing down from 11 years of war, U.S. Army leaders are looking toward the University Model for training the leaner but fully capable future force.

The Secretary of the Army, the Honorable John M. McHugh, in March 2012 published a memo entitled "Institutional Education and Training Reform" tasking the commander of the U.S. Army Training and Doctrine Command to develop a strategy for training the Army of 2020.

In order to properly respond, GEN Robert Cone, TRADOC commanding general, commissioned a study that has become known as the Braverman Study. This study resulted in three "Big Ideas" and 16 specific recommendations for TRADOC to reform institutional education and training. The results of the study were sent to the Secretary of the Army in August 2012, and became the basis for what is now referred to as the University Model or the University System. Subsequent to this report, TRADOC has issued a series of Operations Orders, Task Orders, and other directives designed to achieve the Big Ideas and recommendations.

Three Big Ideas

Invest in a Center of Excellence-based university model

This big idea combines like functions at centers of excellence where there are multiple TRADOC schools.

One example commonly given is the registrar function. Rather than each school having an organization to in-process students, maintain academic records, and publish diplomas, it is more cost effective to combine the separate registrars into

a single registrar at the center level to support all schools.

The resulting manpower savings can then be reinvested into other areas like emerging training technologies. The challenge at a single school center, such as the Signal Center of Excellence is to find opportunities to "flatten" the organization as this big idea suggests.

Drive precision in the Army's training and education systems designed to determine individual training resource requirements

The big idea here is to review all of the resource models, such as the instructor model, which determines how a TRADOC course, school, or center earns the resource authorizations to conduct training. The current models were originally developed in the 1960's and were adjusted periodically to account for changes in factors affecting the models.

However, the basic structure of the models, or how the calculations are performed has not had any major changes. By starting over and considering the changes in training technologies, instructor experience, and even the training audiences, we can develop the resource models with even greater precision.

This is a task that is being worked by TRADOC G8, with the help and assistance of all of the centers and schools.

Reinvest military personnel into TRADOC

Despite a 64 percent increase in training load, and the addition of many new courses required to support the war efforts of the past 11 years, TRA

DOC has given up over 6000 military personnel positions to support the war effort. Some have been replaced by civilian positions, others by contractor positions, and some were not replaced at all. Some of the functions now performed by civilians and contractors require current operational experience only possessed by Soldiers. The big idea here is reverse the trend implemented during the war years, by replacing some civilians and contractors with military personnel. In fact, this year, six such changes were made at the Signal Center of Excellence, and more are anticipated. TRADOC is examining this as part of the first big idea above - the University Model.

16 Recommendations

The study made 16 specific recommendations to get after these three Big Ideas. Most apply to the first idea, but there are some in each area.

Big Idea: Invest in the University System to increase synchronization and effectiveness in the COEs

Centers of Excellence University System
The Braverman Study recommends that TRADOC conduct a study of business practices, efficiencies, roles, responsibilities and relationships to operationalize the University Model. Some of this has already happened. The decision to consolidate training development functions at the center level is in direct support of the University Model, as is the decision to consolidate instructors and training support personnel into the brigade. The model recommends that NCO academies remain as separate institutions. The size of each battalion and brigade staff has been studied, and the results are expected to be approved soon.

NCOES Training Time Reductions

This has been a joint effort between DA G3/5/7, TRADOC, the Sergeants Major Academy and all of the schools and centers. Over the past several years we have adjusted, and usually reduced the amount of time NCOs spend in NCOES courses.

Conduct Warrant Officer Continuum of Learning Study

This effort looks at how we train warrant officers over their entire careers. It looks at redundancies in the level of training, methods and means of delivery, all with an eye at making their professional development meaningful, efficient, and effective.

Assessment of Company Grade Officer Gaps

TRADOC should complete a study to determine gaps and solutions and conduct pilot training to remedy the gaps. Then, design, develop and implement this Middle-grade Learning Continuum Army-wide.

Institutionalize Optimized Intermediate Level Education

DA G1, in conjunction with GA G-3/5/7 reestablishes the requirement for MEL 4 by linking to promotion to lieutenant colonel. DA accomplishes this task by executing Optimized ILE. Attendees will be selected by a HQDA centralized selection board.

Civilian Workforce Transformation

DA G-1 and DA G-3/5/7 lead this effort to update regulations and policies that affect the civilian workforce. This affects all career programs, includes the Army civilian workforce in the defined Army profession, and provides for opportunities for civilian training, education, and development.

Army Career Tracker

The Assistant Secretary of the Army for Manpower and Reserve Affairs, along with DA G1 and DA G-3/5/7 work to expand this program to all career programs, and to fully integrate ACT to be a single source for all training for all cohorts: officer, warrant officer, enlisted and civilians.

Army Learning Model Implementation

DA CIO/G6, DA G3/5/7 and TRADOC partner to implement new ways to conduct training, especially through the expanded use of technologies, such as mobile devices. Recognizing that learners today learn differently than previous generations, TRADOC uses the tag-line, "moving from the sage-on-the-stage to the guide-on-the-side." This really means a movement from traditional classroom based instruction to more facilitation, student-centered learning, and guided experiential learning.

Implementing the Army Training Information System

The Assistant Secretary of the Army for Ac

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quisition, Logistics, and Technology will expedite the assignment of a program manager for this program designed to implement a linkage amongst the various disparate training records systems the Army operates today, creating a single source for all information on training availability, training requirements, resources for training, and academic record keeping, both for the institutional Army and the operational forces.

Using Doctrine 2015 to disseminate doctrine and TTP throughout the Army

TRADOC leads this effort to update all doctrinal publications, first by simplifying the structure, reducing the number of publications, and then by making them available through a wide variety of media, such as mobile devices, and finally by streamlining the update and publishing processes.

Developing Leader Development Processes with a Standardized Program Management Capability

TRADOC, along with DA G1 and DA G3/5/7 will update the administrative publications on leader development, specifically AR 350-1 and DA Pam 350-58. A key element in this revision process will be the establishment of the TRADOC CG as the senior responsible official for leader development.

Total Army Analysis

DA G3/5/7 will update AR 71-11, the regulation governing the Total Army Analysis process to provide the latest information on support forces required for combat force success, and the use of institutional training costs to better inform the process.

Automated Program of Instruction Review

TRADOC will investigate the feasibility of linking the current training development program, known as Training Development Capability, to other existing automated systems to improve the review of POIs and the automated transfer of resource requirements directly from TDC to Army resourcing programs.

Structure and Manning Decision Review

U.S. Army Audit Agency will study the Army's force structure process leading to the SMDR.

Big Idea: Reinvest military personnel into TRADOC

Military in TRADOC

DA G1 will increase the priority to fill TRADOC's military authorizations, and will examine the possibility of increasing military authorizations to close the current gap between requirements and authorization.

Right Sizing TRADOC Brigades and Battalions

TRADOC will conduct a study to determine the right number of personnel required

and authorized in a standard TRADOC training brigade and a standard TRADOC training battalion. The model will consider additives for special circumstances. For example, a school with a high number of security clearances required for courses will likely need an additive to the brigade/battalion S2 sections. Any saving garnered from the study through efficiencies would be reinvested in the critical training and education areas in TRADOC.

Summary

The Braveman Study is recommending some sweeping changes to TRADOC's organizations and processes. These are, however, well considered changes, designed to consider changes in the technologies we use, the population we are training, and changes in the world around us. But further, there are recommendations for changing programs and processes at the DA level which affect, and in some cases dictate how TRADOC operates. It is one of the most comprehensive studies of training and education in the Army since the formation of TRADOC itself. Successful implementation of these Big Ideas and the 16 recommendations is expected to produce a more effective and efficient training institution for the future.

Mr. David Kintner serves as the Deputy Director of Training at the SIGCoE. He is a retired military officer who has worked for three different U.S. Army Training and Doctrine Command schools over his combined 35 years of military and civilian service. He has worked as an instructor, course chief, training developer, training development chief, and as an operations officer within TRADOC.