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**TRANSFORMATION IN PROGRESS:
THE SERVICES' ENLISTED PROFESSIONAL
MILITARY EDUCATION PROGRAMS**

HEARING

BEFORE THE

SUBCOMMITTEE ON OVERSIGHT AND
INVESTIGATIONS

OF THE

COMMITTEE ON ARMED SERVICES
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HOUSE OF REPRESENTATIVES,
COMMITTEE ON ARMED SERVICES,
SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS,
Washington, DC, Wednesday, July 28, 2010.

The subcommittee met, pursuant to call, at 1:36 p.m., in room 2212, Rayburn House Office Building, Hon. Vic Snyder (chairman of the subcommittee) presiding.

OPENING STATEMENT OF HON. VIC SNYDER, A REPRESENTATIVE FROM ARKANSAS, CHAIRMAN, SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS

Dr. SNYDER. Welcome to the Subcommittee on Oversight and Investigations hearing on the services' progress in transforming the enlisted professional military education or EPME [enlisted professional military education].

I would also like to welcome Chairman Ike Skelton, who is from Missouri, who is a longtime supporter and friend of the military, but has taken a special interest over several decades now in military education.

We appreciate you being here today, Mr. Chairman.

This subcommittee spent over a year studying officer professional military education that culminated in our April report. Education for our enlisted force is just as important. Noncommissioned officers, NCOs, are the backbone of the military.

I can't emphasize enough how much things have changed and are still changing. Until the last three decades, our military consisted of a very small core of professionals augmented in times of crisis by large numbers of volunteers and conscripts. NCOs have always been the core of the professional part of our military, but they were primarily expected to maintain discipline and train their juniors.

Enlisted personnel often came in with barely a high school education, and the bulk of them only served one enlistment. They needed a lot of technical training and military training.

Over time our enlisted force is growing to be a much better educated group of professionals that enter the military much more technically astute than their superiors, but still requiring training and military leadership development and now further education in everything from national security strategy to resource management to cultural environments.

In the post-Cold War era and with the wars in Iraq and Afghanistan, we have seen an even greater transition in the role of NCOs.

Officers are expected to perform generally their same historic roles in a vastly different environment, but our NCOs are now called upon to perform significantly different roles in a vastly different environment.

NCOs are now expected to be full partners with mid-level and senior officers in planning and executing operations and in managing and leading the force. They are called upon more than ever to participate in joint interagency and multinational operations and staff work, as well as to understand and contribute to strategies.

Because demands on our enlisted personnel have changed dramatically, our training and education systems must change dramatically. The services have to start the preparation of enlisted personnel during their first enlistment, if they are to have the tools necessary to perform as NCOs a mere 4 years later.

The services have in fact all embarked in transitioning their training and education systems. Some are drastically transforming their systems. This is what we will explore today. How far and how fast have the services advanced their systems, and how much farther do they need to go? And what can this Congress and the American people do to help?

The Congress does have a role to play in this effort. At least as much as with the officer corps, we should provide the oversight and support our enlisted personnel require—and the support our enlisted personnel require to succeed in their important profession, providing for our defense and security.

We ask much of them; they should expect much from us. And this hearing is just the beginning of what will be a longer conversation, which is a metaphor for “congressional oversight.”

We have four witnesses today. Before I introduce them, I would like Mr. Wittman to make any comments he would like to make.

STATEMENT OF HON. ROB WITTMAN, A REPRESENTATIVE FROM VIRGINIA, RANKING MEMBER, SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS

Mr. WITTMAN. Thank you, Chairman Snyder. Thank you so much for your leadership on the whole issue of professional military education.

And good afternoon to our witnesses. Thank you so much for joining us today.

As the chairman noted, over the past year this committee has conducted an extensive review of the officer professional military education system and recently published a lengthy report on our findings and our observations. Of necessity, that effort could not review all aspects of professional military education and focused on the rapidly evolving joint and interagency officer education requirements.

Today, though, we turn our attention to one of those gaps—enlisted professional military education. It will come as no surprise to a professional noncommissioned officer corps that the demands on the enlisted force to skillfully interact in complex interagency and international settings have greatly increased.

In fact, many, if not most Army and Marine Corps patrols into Afghan villages are led by sergeants, not officers. Nor will it sur-

prise our superb NCOs to find that officers seem to require formal education to get it right—that is, when compared to NCOs.

As an example, we needed no fewer than six hearings on officer PME [professional military education] to sift through the complexities of the officer system, and we find we can address enlisted PME in a single hearing. That is good news for the enlisted force. After today's hearing you can confidently go about your business of training sergeants, chiefs and master chiefs largely unimpeded by Congress.

Even so, the Congress does have a critical role to play. Our review in this hearing will establish a baseline from which future development will be judged, and I know that the Marine Corps is embarking on a much-needed and ambitious upgrade to its enlisted professional military education program. And if realized, the Marine Corps will have an excellent PME system for our enlisted personnel.

And while I am optimistic, issues of course availability and resource allocation remain, and we stand ready to assist you wherever we can. We realize that it takes those resources to make enlisted PME happen. And I am gratified to see that each service has developed a series of noncommissioned officer courses that noncommissioned officers attend as they progress in rank.

The services all have different approaches on timing requirements for promotion, course learning and distance learning components. While these differences are necessary to support the needs of a particular service, they should be supported. Where there are outliers from the other services and work to the disadvantage of noncommissioned officer corps of that military service, the practice should be reviewed by the service and changed as needed.

And we on this subcommittee want to support our enlisted as much as possible, and we look forward to hearing of the many ways that we can help.

Again, Mr. Chairman, thank you so much for your leadership on this. And it was great for us to have the opportunity to learn the efforts that are going on out there with enlisted PME, where the challenges remain, and where we can be there to help. And again, Mr. Chairman, I look forward to hearing from our witnesses.

[The prepared statement of Mr. Wittman can be found in the Appendix on page 39.]

Dr. SNYDER. Thank you, Mr. Wittman.

I want to acknowledge the presence of Dr. Lorry Fenner, who normally doesn't sit in the staff seat with us, but since she is here, the presence of her mother and sister back here, too, Mrs. Fenner, who had an encounter with a dog a few days ago, I think, and tripped and fell, we appreciate you all being here today.

Chairman Skelton is here with us.

You know, the report we have been talking about we entitled "Another Crossroads? Professional Military Education Two Decades After the Goldwater-Nichols Act and the Skelton Panel." So we put your name down here in posterity. Mr. Chairman, do you have any opening comments? [No.]

Let me introduce our witnesses today. We are joined by Colonel James Minick, United States Marine Corps, Director of Enlisted PME at the Marine Corps University; Mr. John Sparks, Director of

Institute for NCO Professional Development, Training and Doctrine Command, U.S. Army; Mr. Scott Lutterloh, Director, Total Force Requirements Division, U.S. Navy; Dr. Dan Sitterly, Director of Force Development, Deputy Chief of Staff, Manpower and Personnel, U.S. Air Force.

We have your written statements. They will be made part of the written record. We will turn the clock on that wall—the red light will go off in about 5 minutes, but if you have other things you need to tell us, you go ahead and do that.

And we will begin with you, Colonel Minick.

STATEMENT OF COL. JAMES J. MINICK, USMC, DIRECTOR, ENLISTED PROFESSIONAL MILITARY EDUCATION, MARINE CORPS UNIVERSITY, U.S. MARINE CORPS

Colonel MINICK. Chairman Skelton, Chairman Snyder, and Ranking Member Wittman, I really do appreciate the opportunity to tell the Marine Corps story on enlisted PME—not only what we are developing, but what we have accomplished.

I will say early in Operation Iraqi Freedom and Enduring Freedom, it became evident that the United States Marine Corps enlisted education program was not evolving to meet the challenges of a dynamic and changing battlefield. To ensure our enlisted Marines could meet the challenges of distributed operations and hybrid warfare, we knew we had to make some changes.

We empowered our Marines to be able to adapt and think critically and move on a changing battlefield, at the same time being able to act decisively. We believe developing and executing a professional education program provides a means to achieve that strategic corporal that our 31st commandant, General Krulak, envisioned in the late 1990s.

In the history of the Marine Corps, the commitment to enlisted education has never been stronger. And as an example, I will tell you about my branch, enlisted PME, within the Marine Corps University.

Just 4 years ago, enlisted PME was three Marines, three enlisted Marines, in the basement of Marine Corps University, with virtually no officer oversight. Today enlisted PME is 43 personnel, both civilian and military education specialists, led by a Marine colonel.

I will have to tell you that the vision of the president of Marine Corps University in concert with the commandant, our current commandant, Vision 2025, established enlisted PME as the number one priority in 2009 in Marine Corps University.

Every summer between classes, between academic years, we reassess and we reevaluate the strategic plan. Again, 2 weeks ago General Neller established enlisted PME to remain the top priority within the university.

The Marine Corps University is committed to the intellectual and professional development of our enlisted force. We believe that the dynamics of the current battlefield require it, and we are prepared to support it.

The transformation of EPME I believe is a good news story. However, we believe there is a long ways to go. For exactly the comments that we have already heard from members of the sub-

committee, we are prepared to make those challenges, and we feel confident we can move in that direction.

I thank you for the opportunity to speak this afternoon, and I look forward to your questions.

[The prepared statement of Colonel Minick can be found in the Appendix on page 42.]

Dr. SNYDER. Thank you, Colonel.

Mr. Sparks.

**STATEMENT OF JOHN D. SPARKS, DIRECTOR, INSTITUTE FOR
NONCOMMISSIONED OFFICER PROFESSIONAL DEVELOP-
MENT, TRAINING AND DOCTRINE COMMAND, U.S. ARMY**

Mr. SPARKS. Chairman Skelton, Chairman Snyder, Congressman Wittman, distinguished members of the subcommittee, thank you for the opportunity to appear before you today.

My name is John Sparks. I am the director of the Institute for Noncommissioned Officer Professional Development at the U.S. Army Training and Doctrine Command at Fort Monroe, Virginia. On behalf of General Dempsey, the commanding general, I appreciate the opportunity to speak with you today about Army's enlisted professional military education.

Today's noncommissioned officer system is much different than the one I attended during my 30-year career in the Army. It has evolved into a dynamic system that plays a significant role in preparing and further developing noncommissioned officers through the continuum of their career.

The richness and depth of that development is rooted in the knowledge and the experience not gained in the classroom, but gained while deployed in the training environment and practical exercises with Army joint and multinational engagement partners.

Noncommissioned officers are the driving force behind the Army. They are the ones that carry out the orders given by commanders, direct and train our troops, and usually have the most experience. We are proud of our NCOs. We are so proud that in 2009 the Army declared that the Year of the NCO.

It is therefore an honor for me to testify before the subcommittee on the Army's enlisted professional military education program and share with you a sense of the Army's way ahead. I will present two themes, the Army noncommissioned officer system of governance and structure and the noncommissioned officer leader development curriculum.

The Army views enlisted professional military education as a subset of a larger system we call the noncommissioned officer education system, or NCOES. It is important to make that distinction, because the Army views education as holistic, sequential, and progressive. The reason for this is simple. The noncommissioned officer leader development model requires a balanced commitment to the three pillars of leader development—training, education, and experience.

TRADOC [U.S. Army Training and Doctrine Command] recently created the Institute for the Noncommissioned Officer Professional Development, a special activity that reports to the commanding general of TRADOC, to serve as the NCO cohort lead responsible

for coordinating vertically and horizontally across the Army, the Army Reserve and the Army National Guard.

The second area I would like to discuss is our noncommissioned officer leader development curriculum. Our education has transformed significantly since its creation in 1972. In its early years it was characterized as a singular, focused schoolhouse delivery training program, which delivered training to approximately 299 soldiers. Today we deliver training in a tiered, progressive education manner to nearly 160,000 NCOs annually.

We deliver this training through various mediums to include resident, Web-based and mobile training teams. The new regimen is continuous and starts when a soldier completes his initial entry training. It continues with that iterative construct of courses which progressively build upon education, experience, and training throughout a soldier's career.

Course curriculum for Warrior Advanced Senior Leader Courses includes topics such as leadership, creative thinking, squad, platoon and company operations, conflict management, solving complex problems, resiliency, and developing subordinates.

The Sergeants Major Course is overhauled and upgraded to include topics that officers study at the Command and General Staff College. The resident and non-resident Sergeants Major Course has some similar content to the intermediate-level education courses attended by captains and majors. The course is primarily designed to prepare our most senior noncommissioned officers for duty at the battalion and brigade level.

Finally, the Army recognized the value and necessity of joint education throughout the continuum of professional development. Some joint professional military education is delivered through self-development modules and complements the Warrior Advanced Senior Leader Courses.

In addition to the self-development and resident instruction given at the senior level, soldiers receive assignment-oriented training prior to assignment to joint positions at the grade of sergeant through sergeant major.

In summation, the Army's enlisted professional military education program remains adapted to the needs of the current and future fighter. And we will continue to solicit feedback from the field, combatant commanders, and sister services, as we shape and transform our curriculum.

Our assessment of the Army enlisted personnel education system is vetted and is healthy and achieving its objectives. We have developed an organization with a solid assessment and evaluation resource to ensure growth. Army leadership has emphasized the value of leader development and has made it priority number one.

Recognizing the need to adapt, noncommissioned officer education has transformed from a singular focus, somewhat disparate program into a holistic, progressive system of sequential learning. We recognize, however, that the program is not without challenges. Education is an adaptive process, one which will require continuous adjustment, alignment, and assessment to ensure we are getting it right.

Our NCOs deserve nothing less than our absolute full commitment to ensuring their ability to execute full-spectrum operations in an area of persistent conflict.

Thank you for the opportunity. I look forward to the committee's questions.

[The prepared statement of Mr. Sparks can be found in the Appendix on page 63.]

Dr. SNYDER. Thank you.

Mr. Lutterloh.

**STATEMENT OF SCOTT LUTTERLOH, DIRECTOR, TOTAL
FORCE REQUIREMENTS DIVISION, U.S. NAVY**

Mr. LUTTERLOH. Good afternoon, Chairman Skelton, Chairman Snyder, Representative Wittman, Representative Davis, Dr. Fenner, and distinguished members of the Oversight and Investigation Subcommittee.

I am honored to have the opportunity to appear before you to discuss the U.S. Navy's approach to enlisted professional military education. Our Navy enlisted force numbers over 273,000 active and over 50,000 reserve sailors. These sailors serve in 72 ratings or career fields, and man ships, squadrons, and shore stations around the world.

They are the foundation of an expeditionary Navy as they operate and maintain the systems that allow us to complete a wide spectrum of missions. Demands on their skills and dedication are high. We rely on them not only to support rotation and deployments that enable Navy's global presence, but to maintain their proficiency through training exercises and to meet emergent requirements that support combatant commanders and joint warfighters.

The latter is highlighted by the fact that more than 8,600 enlisted sailors are currently on the ground in an individual augmentee role supporting Navy, the joint force, and coalition operations.

Navy has long invested in enlisted professional development through extensive initial and advanced skills training and a formal leadership development program.

In 2008 we enhanced enlisted professional development opportunities through the implementation of a complete continuum of enlisted professional military education that spans a career from E-1 through E-9. This continuum contains progressive Navy professional military education designed to foster professionalism, Naval warfighting skills through military studies, and a deeper understanding of national and global security through a maritime lens, and the joint PME requirements established by the Chairman of the Joint Chiefs of Staff.

Our continuum includes four Navy PME courses under the purview of the Naval War College, the same institution that oversees our officer development. Introductory, basic, primary-level NPME [Navy PME] are available to sailors through our Navy knowledge online portal. This provides learners with 24-hour, 7-day-a-week access to this valuable professional military education.

Senior-level Navy professional military education is accomplished through a 6-week long resident course, as well as a nonresident al-

ternative that blends several months of online work with 2 weeks in residence.

At the executive level, our E-9s serving in or being assigned to join our combined headquarters or task forces in component operational and strategic level leadership positions may attend the Chairman Joint Chiefs of Staff Keystone Course.

Navy PME complements the Navy's enlisted leadership development program that provides targeted leadership training for individual sailors at pivotal career points. Successive and progressive leadership training is conducted as unit training using standardized content. Members selected for E-4, E-5, E-6, and E-7 must complete the appropriate leadership course prior to advancement to those grades.

For senior enlisted leaders, leadership development and EPME merge at the Senior Enlisted Academy, which is a prerequisite for the Command Master Chief and Chief of the Boat Leadership Course.

Over the last decade, Navy end-strength has decreased, while our operational demands have grown. And even when the combat forces draw down in Iraq and Afghanistan, the Navy's high operating tempo will likely continue for the foreseeable future. Our enabling forces will remain in CENTCOM [U.S. Central Command] to provide protection, intelligence, surveillance, and reconnaissance. Additionally, we will maintain a forward deployed force of about 100 ships worldwide.

The Navy successfully develops highly-regarded enlisted leaders, who serve in key assignments throughout DOD [Department of Defense]. While the Navy rapidly implemented our EPME continuum, it is largely in its infancy and is changing on 3-year periodic.

We expect the application of incremental EPME across a career will ultimately result in senior enlisted leaders who are not only technical experts in their career fields, but effective deck plate leaders, who also have the much greater perspective on the Navy and the joint force.

The use of NKO [Navy knowledge online] to deliver Navy professional military education courses has been advantageous. It has allowed us to provide unlimited access to the education that enlisted sailors have not had before. Electronic delivery is cost-effective, convenient for today's Internet savvy sailors, and has enabled quick course revision to address topical concern and areas of interest.

Our sailors are performing brilliantly, providing incredible service in the maritime, land, air, space, and cyberspace domains around the world today. EPME is producing better educated and more informed senior enlisted leaders and junior sailors.

We appreciate the flexibility provided by the chairman to allow us to manage the content, quality, and conduct of our program. We are confident we have provided a balanced approach to sailor development that allows our skilled and innovative sailors to turn ships, aircraft, and technology into capabilities that can prevent conflict and win wars while enabling an appropriate work-life balance in the face of many demands.

On behalf of the CNO [Chief of Naval Operations], Admiral Roughead, thank you for your continuing support for our professional development of our force.

[The prepared statement of Mr. Lutterloh can be found in the Appendix on page 81.]

Dr. SNYDER. Thank you, Mr. Lutterloh.
Mr. Sitterly.

STATEMENT OF DANIEL R. SITTERLY, DIRECTOR OF FORCE DEVELOPMENT, DEPUTY CHIEF OF STAFF, MANPOWER AND PERSONNEL, U.S. AIR FORCE

Mr. SITTERLY. Thank you, Mr. Chairman, Chairman Skelton, Ranking Member Wittman, members of the Oversight and Investigations Subcommittee, for the opportunity for Chief Master Sergeant of the Air Force Roy and me to highlight our Air Force enlisted professional military education programs and policies.

I'm very happy to have Chief Master Sergeant of the Air Force Roy here with me today.

Chief Roy spends, I would guess, upward of 300 days out of the year on the road visiting our airmen, combatant commanders, and families in the field. We have a very close relationship where he gets direct feedback from the airmen and from the supervisors, and our airmen are not shy these days to let us know where the gaps in training and education are. We bring that back into our corporate process and sort of transform our systems as we work.

General Steve Lorenz, the commander of Air Education and Training Command, and Lieutenant General Dick Newton, the Deputy Chief of Staff for Manpower and Personnel (A-1), also thank the subcommittee, and specifically Dr. Lorry Fenner and Mr. Tom Hawley and your professional staff, for the work that you did reviewing officer PME.

As you well know, Secretary Donnelly and Chief of Staff Schwartz make developing talented and diverse airmen, all airmen, officers, enlisted and civilians, at the tactical, at the operational, at the strategic levels a top priority for the Air Force. We are working with Air University, with AETC [Air Education and Training Command] and the A-1 staff to implement the recommendations of this committee in your officer "Crossroads" review. And we thank you for that.

Our airmen are indeed our most important critical weapon system and our most important link to building partnerships across the globe. And this professional military education provides that relevant and responsive military education at the appropriate time in an airman's career to prepare our airman to lead and fight in airspace and cyberspace.

Specifically, enlisted PME integrates the principles of sound leadership, communication skills, and military studies across the learning continuum to expand an airman's leadership ability and to strengthen their commitment to the profession of arms.

To the integration of the Air Force institutional competencies, which I hope to talk a little bit more in detail when we get to questions and answers, and also directed by the Chairman of the Joint Chiefs of Staff, Air Force enlisted PME ensures a solid link between the capabilities and the mission needs across our entire enlisted career continuum.

Ultimately, we deliver the right education at the right time throughout the careers of our airmen to ensure deliberate develop-

ment of these vital tactical, operational, and strategic warfighters and thinkers. The enlisted PME continuum is tied to the level and scope of leader and manager responsibilities commensurate with promotions.

And specifically for us in the Air Force, the timing of Airman Leadership School, Senior NCO Academy, and the Chief Master Sergeant Leadership Course attendance is tied to promotion to staff sergeant, senior master sergeant, and chief master sergeant, respectively.

Selection of the faculty and senior staff is also key to the successful implementation of enlisted PME. The school commandants ensure that our faculty meet the qualifications and achieve the right balance of academic rigor and diversity. Although our operations tempo makes faculty manning an ongoing challenge at all levels of enlisted PME, we meet mission requirements.

The Air Force maintains currency and relevance of EPME through a number of guiding apparati. Curricula incorporate current doctrine to ensure students are exposed to the very latest Air Force and joint lessons learned. In addition, the curriculum is influenced by the faculty, the students, and, as I mentioned, external feedback from the airmen, from supervisors, and from combatant commanders, as well as other inputs.

Operational experiences also provide the necessary insight needed to inform the curricula. The Air Force Learning Committee, which I chair, is comprised of air staff functionals, major commands, and Air University. And that is the gatekeeping body that we use to maintain the balance and to validate the requests for curriculum change along with senior leadership priorities, functional requirements, and policy.

Chief Master Sergeant of the Air Force Roy and I also co-chair an enlisted force development panel, which looks to the future of the enlisted force development and anticipates changing requirements.

To ensure enlisted PME is aligned with our priorities and force development strategies, we also conduct an enlisted PME triennial review, which we have just recently completed with our senior enlisted leadership and our subject matter experts. This exercise then ensures that the curriculum meets the applicable joint and force development policy and guidance, and it also considers things such as educational technologies, as well as the resources needed to make the future mission challenges.

In the most recent review, we validated that our EPME programs are delivering the required education with the right breadth and depth to our enlisted airmen at the appropriate career points, but we also identified some improvement areas such as the earlier development, as we mentioned here—as, Mr. Chairman, you mentioned—as the changing role of our NCO requires us to move our timing of that deliberate development of education forward.

And we also found some improvements in areas of our curriculum that we can modify in order to better meet our learning outcomes. And yes, the role of our enlisted airmen, and specifically the role of our NCOs, is constantly changing.

In response, PME is continuously evolving to meet the demand for critical thinkers as well as for problem solvers with a broadened

total force, joint, coalition, and global perspective so that we can more effectively operate in the dynamic and often uncertain environments in which we engage.

The continued efforts of this committee and your initiatives to grow and develop highly qualified airmen is most appreciated. And it also ensures our ability to continue to fly, and fight in air, space, and cyberspace. Thank you, and I look forward to your questions.

[The prepared statement of Mr. Sitterly can be found in the Appendix on page 86.]

Dr. SNYDER. I'm pleased to recognize Chairman Skelton.

STATEMENT OF HON. IKE SKELTON, A REPRESENTATIVE FROM MISSOURI, CHAIRMAN, COMMITTEE ON ARMED SERVICES

The CHAIRMAN. Thank you.

Mr. Chairman, thank you. And I compliment you on calling this hearing. It is very, very important.

Three weeks ago I attended a promotion ceremony for a young soldier who had been promoted to colonel. In the obligatory thank you message that always accompanies a promotion, the young colonel first off thanked all of the sergeants he had worked with.

And I thought that was a telling thing, because without the advice and mentorship in his case, as well as in other cases, the young lieutenants and captains might very well just leave the military without the encouragement of someone who has more experience.

I think it is important that the education of your NCOs, particularly those who reach the rank of senior NCOs, be very high. I have been an advocate that all military leaders be historians. There are some that have had a whole career that have never been in a position to walk on the battlefield, and yet there are those that have. But in the military you don't get to practice your profession every day or every week. You have to do a lot of training.

A good trial lawyer, a good surgeon will have the opportunity on many, many occasions during a year to practice his or her profession. Not so with those in uniform. And of course, that is good. But when called upon to enter the battlefield or the sea space, you move to a victorious encounter. And you do that by outstanding leadership.

And that is why it is important that noncommissioned officers, and particularly senior ranks, be steeped in military history, so that when situations arise that they have not experienced themselves, they will be in a position to consciously or subconsciously apply the lessons that they learned in the study of their profession.

So I compliment you on this. I believe it is important. I mean, as Mr. Sitterly said—so very, very necessary. And as long as you have high-caliber—high-caliber—senior enlisted that play the role of advisors, leaders, and in many cases mentors, I think we will have a great set of young upcoming leaders in our country.

I compliment you on your work. Keep it up. You can never have enough history courses, though. Thank you. And let me thank you again for this opportunity to join you.

Dr. SNYDER. Thank you, Mr. Chairman.

Mr. Wittman for 5 minutes.

Mr. WITTMAN. Thank you, Mr. Chairman.

I thank the members of the panel for joining us today. I wanted to look across the board about what each of your enlisted PME programs brings to the table. I know that you are probably, through this hearing, aware not only of what your service branch does, but also what the other service branches do as far as enlisted PME.

Let me ask you this. I want to kind of put those strengths and weaknesses into perspective so we can all use this as an experience where we learn from the other service branches. Tell me then from your perspective what you see from another service branch. And what is a strength in that program that you might like to reflect in your program?

And, Colonel, let us begin with you. And we will just go down the table and get your perspective there.

Colonel MINICK. Yes, sir. I will say that if you look at our program and success that we have had in the last 4 years, I would look at it almost in four phases. First, we started with the content and refreshed that. The second is the delivery. The third would be the evaluation side of it, and then the last is the expansion.

The Marine Corps was primarily focused on the sergeant, the Career Course, which is for our E-6, and the Advanced Course. But now we have expanded on both ends of the continuum so that we have exposed more Marines to education earlier.

In regards to what we see at the other services, I have already been down to Fort Bliss. I have a chance to go down in September to Maxwell, and as well as up to Newport.

What we found that we particularly liked, and I was just talking with Mr. Sparks about this, but went out and met a gentleman by the name of Dr. Boyle, former Marine, but was working at the Sergeants Major Academy out in El Paso.

The delivery part that we are changing in the Marine Corps, I think that the Army already has it. And that is the Socratic teaching, the small breakouts, peer-to-peer learning, and the opportunity for that faculty advisor to be that critical link to the education experience.

So I guess that—I hope that answers the question.

Mr. WITTMAN. Mr. Sparks.

Mr. SPARKS. Sir, thank you. In the United States Army, we have really been getting at NCO education for quite some time. In the near history, we did a study in 2006 on exactly where we were going with it, the noncommissioned officer education system. What were the things that we felt like we could do better?

We looked at delivery mechanisms and that sort of thing. As a matter fact, the Institute that I work with has actually emerged from that study. As a part of that study, we looked at all the services. We actually visited with the services to see what they actually do for NCO education.

And I think the thing that I would take away as valuable from all, at least in my experience, is they are all in a degree of providing a higher level of education for noncommissioned officers. So there is something interesting, or it is an interesting perspective at least, to entertain the idea of how they present their instruction.

We, certainly inside of my organization, have determined what we think is best for the Army. But with what is sort of the interest

going on in the other services, it gives us the ability to kind of bounce our ideas against their ideas and what they do and how they see things.

As a matter of fact, we have a program called College of the American Soldier that we established for the benefit of the advancement of enlisted soldiers in college degrees. One of the things we did at the beginning of that process is met with the Air Force and looked at their Community College of the Air Force effort.

So I could go on, and there are many efforts. I think it is good to have some mutual collaboration and understand what the other services are doing. It is certainly helpful for us and the United States Army.

Mr. WITTMAN. Mr. Lutterloh.

Mr. LUTTERLOH. Representative Wittman, thank you for the opportunity to address this issue. I think the biggest single benefit we have with respect to the other services is the inclusion of other service staff members as our instructional force. So we include other service members. In fact, we are now in the business of shipping our own instructors down to Fort Bliss to participate in that. So we get tremendous feedback from that interaction.

Our continuum is relatively new. We started that process of visiting the other schools. We have taken away some nuggets, some of them associated with technology. The use of "Blackboard" we are implementing now, but primarily the use of other service instructors to focus on that connectivity across DOD and the inclusion of the other service students in our classes.

At Navy we also have some international students, as you are probably aware. So that helps to round out that discussion within our courses.

Mr. WITTMAN. Dr. Sitterly.

Mr. SITTERLY. Thank you for the question. Let me start by saying I am a graduate of the first three levels of our Air Force enlisted PME as an NCO, and then I became an actual PME instructor in it. And I have to say I was always jealous of the other services. I don't think that at that point in my career that I thought we spent enough time over a 20- or 30-year career in the classroom learning education. Some of the other services had a little bit more time in the classroom.

That said, now that I am in the position that I am in now and have a better understanding of the Air Force institutional competency model and our continuum of learning, and that is we look at a building block approach from the eight Air Force institutional competencies and sub-competencies throughout all of our PME—officer PME, enlisted PME, education, training, the Air Force Academy—the same core institutional competencies, and we build upon them as an officer, airman, enlisted, civilian for that matter, go forward.

And so through this continuum of learning, I think that we are doing it at the right time in the right places, and the experiential part is important as well. And we also have about 27 percent of our enlisted force that obtain a college degree while they are in through the Community College of the Air Force.

And so now looking at the amount of time we spend in the classroom, I think we have it about right through the continuum, the

training piece, our five-level, seven-level, nine-level skill level training, the education piece, and the Leadership School, NCO Academy, Senior NCO Academy, and our recently added Chief's Leadership Course. I think we have it about right.

Now, one of the gaps that we found recently as we looked at our institutional competencies, and because of the changing role of the NCO and how they are actually fighting wars today, if you will, in small groups, in decision-making, in problem solving, in critical thinking, we have determined that we probably need to move the time to the left.

And so Chief Master Sergeant Roy has just implemented at the Barnes Center, where we do our enlisted PME, all folks who will now go before their senior master sergeant to the Senior NCO Academy, and we are now sort of fighting the resource battle to do the same thing for our NCO Academy so that they get it closer to the 10-year point than at the 12- or 13-year point. So thank you for the question.

Mr. WITTMAN. Thank you, Mr. Chairman. I yield back.

Dr. SNYDER. Thank you, Mr. Wittman.

I will start with you, Mr. Sitterly, so we will go the other way this time. And I think you all are getting at this question, but as you look ahead over the next 6 months to 1-year timeframe—and I won't be here, so whatever you say I won't be able to follow up on, but Mrs. Davis and Mr. Skelton and Mr. Wittman will be here, so they can.

But what things are you working on that you hope will be different 6 months or a year from now? And what things are you working on that you have a fear it won't be as far along as you would like it to be 6 months or a year from now?

Mr. Sitterly.

Mr. SITTERLY. Thank you for the question, Mr. Chairman.

When we did our triennial review recently, we looked at top to bottom of everything that we are presenting in our education in our classrooms, and so as we moved into the cyber missions, as we have more of a need to address things like cross-cultural competencies, things like the social media, resource management, so on and so forth, those are curricula that we need to add to our enlisted PME across the force. And we will do that in the next 6 months. Most of that is being done right now.

We will also fight the resource battle to move our NCO Academy to the left. That will require some additional faculty, probably require some additional resources. I don't think we will have that done in the next 6 months, but I will fight that battle.

Long-term—distance learning and technology and the application of how we actually teach people. Information technology, infrastructure is very, very expensive. And to make sure that we have integrated it through all of our various learning platforms and to get it right so that we can build upon that, we need to work very serious in that direction. And we are.

Thank you, Mr. Chairman.

Dr. SNYDER. Mr. Lutterloh.

Mr. LUTTERLOH. Yes, sir. Thank you for the question. I think the things that I am pretty confident about—we have a 3-year cycle of updating our curricula, so we stood up the Primary Course focused

on our chief petty officers in 2006. We upgraded that in 2009. I think it reflects totally relevant content for the time.

We implemented our Primary, our Introductory Course and our Basic Course a little later than that. They are due for revision now. As a matter fact, we are undergoing revision now. That will come online in 2011. That content refresh is on track and working. So I think maintaining the relevance of our content is right on track.

I mentioned before the joint instructors, the joint student load. I think that is continuing to increase.

The things I worry about are balancing the educational and training workload of our enlisted force across their career from the career transition from civilian to sailor in boot camp, leader-follower discussions that we go through, how that relates to the development of technically savvy professional mariners, how we develop them into leaders, how we focus them on then naval leadership and being able to represent the Navy.

Furthermore, into the joint environment there are a lot of knowledge, skills, and abilities to translate over a career, a lot of competing requirements. And right now, I am thinking about the policy associated with enlisted professional military education.

Currently, it is not mandated for any specific pay grade. It is recommended. We have provided commands the flexibility to identify individually when that is most appropriate for an individual sailor. But we have got to clearly think about the policy ramifications of that in the future. So that is the thing I am most concerned about.

I think the one other aspect would be bandwidth. Much of our enlisted professional military education is done over a distance. I worry about that bandwidth in an expeditionary force. So I think it is going to take us a couple of years, if not more, to completely resolve any bandwidth issues to completely make that training available, that education available to our force.

Mr. WITTMAN. Mr. Sparks.

Mr. SPARKS. Thank you, sir. I spent 30 years as a noncommissioned officer, you know, I mean, up through almost senior courses, and as any NCO or former NCO would tell you, the strength of our education system is our ability to change, our ability to react to the needs of the force.

I would submit that our reevaluation cycles of our curricula and programs of instruction are constant. There probably won't be a time when you can singularly say that every single program is correct. But what we can say is that it meets the needs of the force at that particular time, but we have to revise it or upgrade it to meet whatever we think the potential needs may be.

So in respect to your question of what things do we think we will have done and what things are we concerned about, in the non-commissioned officer education system in the Army, we have just several programs now that we are moving forward in this next year. I will give you just a couple of examples.

One of them is a structured self-development program, where the United States Army determines what areas are not covered in our professional military education system that should be covered across some sort of a lifelong learning continuum. We will implement that structured self-development system this year.

Mr. WITTMAN. Give me some examples.

Mr. SPARKS. As Chairman Skelton mentioned, we believe there should be more of a relationship with military history and history of the noncommissioned officer corps early on in a soldier's career. Today in our noncommissioned officer education system, they experience those subjects, but we think they should experience them much earlier. So in a structured self-development program, we would incorporate those tasks that we think are important but didn't make it into our PME structure.

To support that idea, we have created a lifelong learning continuum, where a soldier enters the Army, and he is always in a construct of learning. He never leaves the training model. He attends his advanced individual training, begins a structured self-development program that carries him into his first level of professional military education.

We will start that program this year, and it is a fantastic program. It is very interesting. It is well received by the soldiers. We have had it through all of its testing phases, and we are ready to implement.

We have a number of programs under the College of the American Soldier arena that we look to implement this year in the next 12 months. We have a program now that is called the Noncommissioned Officer Degree Program that has been up and running for a number of years. We are working on an enlisted degree program and a graduate program as well.

I just met last week with our senior NCOs, some at the Sergeants Major Academy, to solicit their feedback. They are greatly excited about the program. As a matter of fact, in just our last Sergeants Major Course, we had about 34 soldiers graduate with a graduate degree. So we will look forward to implementing that program in the next year.

Additionally, we have a whole series of ideas and thoughts we are experimenting now with mobile learning. Over the past several years, we found that most soldiers are very savvy when it comes to Internet tech connectivity and Internet education, so we have taken some of our courseware and looked at how we can deliver that on a mobile learning platform. Soldiers can literally learn from any direction.

And sir, I realize I am over my time. The things that we worry about, quite frankly, are our ability to keep pace with the needs of the Army. We constantly evaluate our programs. We do a critical task selection for every single skill level and every single job in the Army. And what we want to do is constantly meet the needs of the force.

We do that currently with rapid assessments and critique of our schools. We have accreditation teams that go out and visit with units coming back from combat, units that are going. We have two combat units that just finished our education processes that soldiers have just attended.

So I am comfortable that we are doing everything possible we can to collect that data, but in my view that is the most paramount mission in our force is to keep up, keep pace with the needs of the United States Army.

Mr. WITTMAN. Colonel.

Colonel MINICK. Sir, the near-term success that we are going to have is our faculty advisors course, which we just developed. We will pilot this fall.

Dr. SNYDER. Did you say faculty advisors?

Colonel MINICK. Yes, sir. Faculty advisors course where, like all services here, our schoolhouses are scattered around the globe. What I found in my first year on the job is that the critical piece is that faculty advisor, the one that is kneecap-to-kneecap with the student that is making a difference.

We don't believe that in the past we have done enough to develop them, so we are piloting a new program that we believe will be proof of concept. We will do it this fall. But every faculty advisor now, when you get assigned to an academy, you will come to Quantico, and we will put you through a 2-week course.

Now, what we say is, "it is not a 2-week course, it is a 3-year program." The start is the most important part. We get them early within the first 2 months in the billet, and then we develop that, and we continue to develop them all the way through a master instructor program while they are with us. So that is the near-term.

The long-term—this year we got Training and Education Command (TECOM) to make an agreement that the same folks who do distance education for the officer corps are now going to do it for the enlisted Marines. There are two advantages to that.

One, they have tremendous experience in how they have developed the officer program over the last 20 years. We can tap into that. And the second thing is you are now melding officer and enlisted education, which I think is a critical part of our success in the way forward to make sure that, just like you said, that lieutenant and that sergeant are all talking the same language.

That by design—I shouldn't say by design—that is just going to take a long time. Developing distance education and using all the technologies, which will be Blackboard and everything else mentioned, we have a Program Objective Memorandum (POM) that is going to take us all the way out.

When we are completely finished, it will be a seminar program so that, for example, in the Career Course they will do some online, but we will pull them together with adjunct faculty, and they will actually have peer-to-peer instructor to student seminars wherever we have an academy. So that is going to be a long-term project.

Dr. SNYDER. Thank you.

Mrs. Davis.

Mrs. DAVIS. Thank you.

Thank you all for being here. I think you have touched a little bit on assessment, but I wanted to go back and perhaps have you speak to student assessment and how you monitor that and whether or not you are able to follow up with, you know, bosses in the field, essentially, to see whether or not the lessons were received.

How do you do that? And what role does it play in the adaptive learning atmosphere that you have been reaching for? And I know in most cases, you know, we are not necessarily there yet finally, but how do you do that?

Colonel MINICK. What we have done in the past is that we find out from the student how we are doing, and we realize now that that is not the best metric. So just like you said, we truly believe

our final customer is that commander and that senior enlisted leader that Marine is going back to.

So we have developed, or we are in the process of developing, a survey assessment so that when that Marine returns, 6 months after he has left our schoolhouse, we are getting feedback. Was that time he spent with us beneficial towards his development?

Mr. SPARKS. Thank you, ma'am, for the question. In the Army we have a very aggressive assessment feedback system. The first assessment, of course, occurs with the student in a particular course, and we are able to assess how he progresses through the course.

But relative to, I think, your comment about how do we evaluate our courses, each student when he graduates from the course, he goes through a series of feedback mechanisms. One, he does interviews and assessments with folks like me, where I sit down with actual students in the class and talk to them about what they thought.

Then we look at a written feedback form that they provide us on what the strengths and weaknesses of the course were from individual classes to instructors, for instance. We get at things like how should this course be presented. Would this class be hosted better in a mobile learning environment? Is it best in a residence environment, and that sort of thing.

We have a very arduous certification program inside of TRADOC where we have an accreditation team that visits each one of our academies, and takes feedback from the students and feedback from the field in a mechanism to look at the academy to ensure they are doing the right thing.

Sergeant Major Camacho sitting behind me is my representative on that accreditation team. He physically visits our academies, each one of them, looks at their program of instruction, and talks to the instructors and their students.

To go on just a little further on the things that we do, we have a survey process that when a student graduates from any one of our courses, he has to indicate who his supervisor was or currently is. We send a product to that supervisor via the Internet, and the supervisor has a requirement to fill out the survey, return it to us, and tell him what his customer satisfaction—tell us what his customer satisfaction was with his soldier when he received him.

And we do that about the 6-month mark after the course has been completed so we can ascertain how the soldiers perform back in their unit.

Lastly, ma'am, all of our leaders, whether the sergeants major in the Army, the command sergeants major across the force, the general officers, as they visit soldiers and they visit units, they provide information back to us on what commanders say in the field about the things that they would want their soldiers to receive or the things that their soldiers are receiving that are working very well.

We do that in a number of visit kind of methodologies, and we also have a group of teams that visits with each unit when they come out of theater to assess what their strengths or weaknesses were, and all of that information comes back to the Army Center for Lessons Learned, that gets distributed to the schools and centers to provide an accurate assessment of what we need to do better in each one of our schools.

Mrs. DAVIS. Is there anything consistently that you find that you are falling short on?

Mr. SPARKS. Not consistently, ma'am. There are ideas, you know. Recently, we implemented resiliency training at the charge of the Chief of Staff. When we go out and query the field, they say, "Yes, you know, that is the right thing to do. We should bring a higher level of resiliency training."

So we tend to get his concurrence. In some cases there will be some adjustment to the battle space that will require us to make a degree of adjustment inside of the course.

But we firmly believe in our Institute and across the Army that we should be willing to change immediately. So if we can find a specific change for a particular branch of a soldier at a particular grade, we will make the adjustment in that course. Sometimes those particular suggestions make their way totally across the force. But you can be sure we look at each and every one of them to make sure that they are provided to the right soldier at the right time.

Mrs. DAVIS. Thank you. Anything particularly different that you would like to add in your assessment? Is it quite different in the Navy or the Air Force?

Mr. LUTTERLOH. Yes, ma'am. I would say that we are a lot similar to the other services, as you have heard. I would say that internal to our courses, especially the Senior Enlisted Academy, there are assessments done by our instructors.

And coupled with the War College—the great thing about being up there with the War College is we utilize the professors at the War College to help our instructional faculty at the Senior Enlisted Academy understand the differences between training, which they have had a lot of experience in, and education, which has been somewhat limited in their careers.

So that seminar style of educational approach and the assessments in papers and in projects and in roles in the class are something that we focus on.

Beyond that, what I would say is a core thing that hasn't been discussed. Our enlisted board of advisors led by the Master Chief Petty Officer of the Navy (MCPON) and all of the fleet and force master chiefs are the Chiefs Messes that get together and regularly address what gets put forth in our enlisted professional military education continuum as well as our Senior Enlisted Academy.

And I don't believe there is any stronger communication mechanisms than that Chiefs Mess. It is tremendously valuable in the feedback that it provides to our institutions.

Mrs. DAVIS. Thank you.

Mr. LUTTERLOH. Thank you.

Mr. SITTERLY. Thank you, Mrs. Davis. One area that I think that we have done well in recently is on the input side of what goes into curriculum through what we call our Air Force Learning Council. And because we have captured students in all of our PME, there is a tendency for our functional areas to want to sort of give input to the curricula, whether it is a safety message of the day and so on and so forth.

So through this learning committee, we now vet every new functional input, no matter what it is, to first assess where it is that

we are teaching it as important—that is, at what level are we teaching. Are we teaching it at the cognitive domain of knowledge, understanding? Or are we more at the affective domain where we are more interested in attitude and so on and so forth?

So that has really helped us to keep the curriculum from sort of getting everybody's inputs and making sure that we are going back, looking at all of the institutional competencies.

And then the other thing that I think that we have done recently that is very helpful is our just-in-time joint lessons learned. And we always have the discussion—Dr. Fenner had the discussion when she visited our Barnes Center—is what is the difference between education and training, like Mr. Lutterloh said.

And sometimes you need to do some just-in-time training that you didn't capture because somebody has come back from an AOR [area of responsibility]. And so we have an E-9 shop that looks at both Air Force lessons learned and joint lessons learned. We have a joint PME, enlisted joint PME committee. And we will go and look at them and find out when is the appropriate time to put them in, and should we do it in our just-in-time training at our Expeditionary Center, or should we put it into a PME program.

Thank you.

Mrs. DAVIS. Thank you.

Dr. SNYDER. Mr. Wittman.

Mr. WITTMAN. Thank you, Mr. Chairman.

I appreciate everybody's perspective on where you see your service branches now with enlisted PME, where the challenges are. Let me ask in this context. It seems like to me there are a lot of great efforts that are going on out there. I want to get you to kind of talk about what additional changes you might see in the future.

And I just put it in perspective in the realm of do you think courses maybe need to be shortened or lengthened? I know you have probably a valuation process, as some mentioned, with your students, but also obviously with the commands that they go back to make sure that you are serving their needs.

Another component there was offering it to more NCOs, maybe at an earlier stage, and I think that is a component that is interesting, looking how we make sure the scope of education is there for NCOs. Looking at a direct link to promotion, is there a component there where there should be a direct link to promotion? I want to get your thoughts on that.

Should there also be, as we look at on the officer side, should there be a Capstone element there, too, to folks that are there at very advanced stages of their careers as an NCO?

So I just wanted to get it in—just put that in the perspective of within that list of things, and you don't have to address each one of those, but just looking in the context of are there things out there left to be done that we can do better?

And I know each of you have talked a little bit about the strengths of your programs, where you see things going, but I would like for us to maybe take the next step within those contexts and say are there still things that we can do better to make sure that we are meeting the needs of our NCOs and making sure that they have the best educational opportunity out there?

And the one thing—I would just wax philosophical here for a second—one thing that really impressed me was the percentage of NCOs in each of the service branches that have either bachelors' degrees or advanced degrees. And that to me is very, very telling that you have an NCO corps with a strong desire to get that advanced element of education.

So I just want to know are there additional things that we can do better, that we can change to make sure that we are doing all we can to make sure that our NCO corps is getting what they need?

Colonel MINICK. Yes, sir. I guess what I would say from a pragmatic view with the op [operations] tempo and what we perceive to be the continued ops tempo, we believe we have it about right for the duration.

We understand that adding our senior enlisted course, which is on the far end of the continuum, is going to cause another education hurdle, but we think it is well worth their time and the organization's time. And we are very comfortable with that.

As you mentioned earlier, we have one course, and that is the Advanced Course. It is for our E-7s. It is for our gunnery sergeants. That is the only resident course that is a resident attendance requirement for promotion. We are currently running about 62 percent of the force through that.

Now, what I will tell you is it is a bit of a math problem. You look at time and grade, you look at the amount that we promote every year to E-8, and then you look at the opportunities to go to school. Every E-7, the target population for that Advanced Course, has about 15 opportunities to get to school.

And we have looked at the numbers hard, and we are confident that that is a reasonable expectation, and we have never had an individual that said, "I couldn't get there," and there wasn't a justification to say, "Well, you could have gone at this time."

So I do think we have the time right. I do think that for us now we are at the Advanced Course we are putting a significant marker down. If you want to continue up and be a senior enlisted, you are going to go to that resident course.

But the last thing that I would add is one of the ways we are looking to mitigate the quality time when we do get them in the resident course is by the prerequisites that we do with the new on-line, which again, we are doing with CDET, College of Distance Education and Training, for the Marine Corps.

So we believe that, you know, through prerequisite work, we can get much more effective time when we have them—probably work on the lower and cognitive skills, and then when they get them together, we are working on the higher end professional education skills.

Mr. WITTMAN. Mr. Sparks.

Mr. SPARKS. Thank you, sir. That is a great question. The first point relative to your comment on college degrees, just for a point of reference, 38 percent of the sergeants major class that graduated this year graduated with a degree. Civilian education is extremely important to the noncommissioned officers population of the Army.

To get it at—I think your first question was attendance. We believe in the United States Army that all noncommissioned officers

will attend every level of the required noncommissioned officer education. The way that we go about ensuring that attendance is possible is we have looked at every—and we have done it for a number of years now—we have looked at every possible way to deliver the course and how the course could be delivered.

For instance, since 2008, when we had occasions where soldiers had quick turnaround times and were able to come to our resident course, in most cases we picked up the resident course and actually moved it to the installation. We refer to those courses as mobile training teams.

So our perspective inside of our organization and inside of the greater United States Army is that the soldiers—we have to determine what the soldiers' needs actually are, and we will deliver the education anywhere possible to reach that need.

Relative to promotion, noncommissioned officer education is a requirement for promotion. We continually look at ways and how we should deliver that requirement. Should we move it earlier in the soldier's learning continuum or in his career lifespan? But it is a requirement, and all soldiers must attend NCOES.

The lengths of the courses are something that we look at constantly. One of the divisions inside of my organization looks at lengths and delivery mechanisms. Every one of our military occupational specialties at each particular skill level one through five is required to complete a task list of the required tasks across the spectrum of the Army for that particular soldier in the area of what his requirements of learning are.

We take those tests, and we look at all the ways that we can deliver them in an effort to set the course length in the right way. In some cases a course may be too short. As we re-look each one of those MOSs [Military Occupational Specialties], we may determine that a course needs to be longer. We have just recently done that. It is important to do that very frequently, because we don't want to miss the opportunity to train a soldier when he has got a short "boots on the ground" time.

Technology is an area that we need to constantly improve on. The idea that most soldiers today carry a personal device that is accessible to the Internet should tell us that there are ways that we can get at education that we haven't traditionally thought of.

We have delivered and we do deliver a number of courses online, but only if we think that course delivery online is representative of the required learning continuum.

Lastly, sir, we have engaged a process now this year—where I really want to be in 2015—at the direction of our commanding general, General Dempsey, we are looking hard at what technologies we think will be available in 2015, what the young learner will expect in 2015, and how we will get it.

So not only are we engaged every day in what we think our courses should look like, we are engaged in the future as well. And we want to make sure we got it right.

Mr. WITTMAN. Mr. Lutterloh.

Mr. LUTTERLOH. Thank you, sir. I agree with my colleagues relative to the length of the courses. I think they are about right. Our senior enlisted leadership feels they are about right. In a pressur-

ized fiscal environment, I think it is what we can afford right now, given the value that we see coming out of it.

I appreciate the flexibility that leadership has given us relative to policy decisions on mandating enlisted professional military education accomplishment prior to advancement. I will continue to take a very deliberate approach for that and make sure that we balance those requirements across a career and that we don't jeopardize anybody's chances for advancement, because they may not have the bandwidth available to gain access to our courses as an expeditionary force.

We do believe in the Keystone project, the capstone event for the enlisted force. As a matter of fact, Force Snyder, our Naval Education and Training Command's Force Master Chief, is not here today because he is involved in Keystone. So we are very proud of the fact that he is there.

We do believe that it is a fairly limited event. It should be tied to requirements, key positions on joint staffs, and it should be provided to highly potential candidates that would fill those positions, and Force Snyder is an excellent candidate for that. So I think we have got to do that.

Where I think we have got to focus some attention, though, relative to your question, is perhaps on tailoring. We are taking advantage of quite a bit of the technology already in our courses. What I don't think we are doing quite effectively yet is perhaps tailoring some of our instruction.

For example, specific regional and cultural areas—how should we be addressing that and folding it in—not only understanding Navy and joint capabilities, warfighting capabilities and orders of battle, but also understanding those of our international partners a little bit better and perhaps threats within regions to which they may be assigned. So some continued focus on perhaps some of those aspects would be appropriate.

Thank you.

Mr. WITTMAN. Mr. Sitterly.

Mr. SITTERLY. Thank you for the question. I agree. I think we have the content and timing about right, or we have the processes for review in place where we can adjust those. And we, too, require 100 percent attendance at all four levels of our PME for promotion. Now, there are some waiver processes in place for medical reasons or deployment reasons, but we track those to completion as well.

And we also have some executive level courses for folks who are going out to be command chiefs or career field managers and so on to sort of go beyond what everybody else gets.

But I think what keeps me awake at night is our competency to employ military capability and from the 2010 Quadrennial Defense Review in the building partnership capacity piece. And we have some very robust officer programs in our regional affairs specialists, our political affairs specialists, FAO [foreign affairs officer] programs and so on and so forth. But I don't think that is going to get to that mission requirement.

I think that our enlisted force is going to do more and more—they are doing more and more of that. And we have recently formed partnerships with eight coalition countries at this point,

where we have exchange programs with both our faculty and instructors, as well as our joint partners.

But I think we need to do more of that both in the interagency and the multinational arena, and I think the opportunity is here. I think some of the best relationship building is done, you know, with the young airmen, mil-to-mil sort of thing in a classroom. So we are going to continue to reach out and build that capacity to build partnership within our PME programs. And the cultural, cross-cultural capacity that that gives us is tremendous.

So thank you for the question.

Mr. WITTMAN. Thank you, Mr. Chairman. Yield back.

Dr. SNYDER. Mr. Sitterly, a couple of times this afternoon you mentioned resources as an issue. I think in one context it was pushing—in your words—to the left, I think, in the 10-year range rather than the 12-, 13-year range. You thought it would take additional faculty, which required additional resources.

In the grand scheme of the Air Force budget, that must be a fairly small amount of money for a concept that we think is the essence of the military, which is the people. Why are you having problems with resources, if you think that is an important part of getting the personnel up to where everyone thinks they ought to be?

Mr. SITTERLY. I think us putting together a solid business case for the requirement and then picking the right sort of—does it require additional infrastructure, can we expand upon the facilities that we have now? So that burden is on me to put together—

Dr. SNYDER. But you haven't actually been turned down on anything you asked for?

Mr. SITTERLY. No, sir. In fact, at 1330 today over in the building on the other side of the river, we are making our pitch to our Force Management and Development Council, so I suspect we will be successful, and then it has to get it into the budget process. So the burden is on my shoulders, Mr. Chairman.

Dr. SNYDER. And the issue you mentioned, the technology, because you still send out, mail out a "box of books" to folks, don't you, and you are trying to get away from that? That is also a resource issue so it can all be done—

Mr. SITTERLY. Yes, Mr. Chairman.

Dr. SNYDER. IT [information technology].

Mr. SITTERLY. It certainly is. And we have recently stood up the Barnes Center, named after the fourth chief master sergeant of the Air Force, in order to synergize all of the resources, Community College of the Air Force, all of our enlisted PME, our Enlisted Heritage Research Institute, so that we can synergize all of our IT systems, our officer systems, build upon the same platform.

So at the same time because our requirements are moving quickly and what we are putting into our curriculum is moving quickly, the need to be able to build a distance learning program and to keep our resident programs current at the same time becomes challenging for us.

Additionally, as we look at some of the issues—irregular warfare, you know, cyber—we don't necessarily have the expertise on the staff, so we need to look at bringing in subject matter experts in

order to build both our distance learning program and our resident courses.

So we have acknowledged that. We are updating the “box of books,” if you will, to make sure that we are meeting our educational learning outcomes, which we certainly will, and at the same time we are pursuing the distance learning as well.

Dr. SNYDER. Thank you.

Colonel Minick, I want to follow up with you on this issue of the advanced course requirement for promotion of E-7 to E-8. And I believe you said that you thought people by the time they reached E-7 had had 15 opportunities on average in their career to take that. And yet isn't it correct that of those E-7s that are eligible for promotion to E-8, almost 30 percent of them have not completed the advanced course?

I mean, regardless of what they might say in some survey, you would just think that if I was an E-7—it shows a certain commitment to the Marine Corps—I would like to be an E-8, why would you have almost 30 percent of the people who would say, “No, I know that is required for promotion to E-8, but I am not going to take the course.”

It seems to be inconsistent with human behavior that they would pass on an opportunity that would mean more money for them, more money for their family, you know, moving up in their career. It seems like there—and it may well be ops tempo, sort of. It just doesn't seem—I mean, I would be questioning if people said, “No, I am going to pass on this,” once again, because they really don't want to be an E-8. That doesn't make sense to me.

Colonel MINICK. Yes, sir. It doesn't make sense to me either, but—

Dr. SNYDER. Well, then we are in agreement. I bet there is a mistake with the information you have been getting.

Colonel MINICK. No. No, no, the information is accurate. What I provided in the pre-brief, we are running about 63 percent of our E-7s are attending the resident course.

Now, what you have to consider, and I will look at it from an officer's side—I know a number of lieutenant colonels that are going to get out at 20 and don't have a desire to be a colonel in the Marine Corps. It could be for personal reasons, professional reasons.

I am not saying that we have 30 percent that do that, but the data that we provided in the pre-brief is accurate. Now, we have only been running the requirement for one year, so we believe that, you know, that number will go up, the amount of E-7s attending the Advanced Course, because we do believe it is important.

Dr. SNYDER. Well, so then, it is not probably fair to those folks to say, “You have had 15 opportunities,” if they have only known for a year that they would—that that requirement would count for promotion, because those opportunities would have come at times—the overwhelming majority of their career when they did not know.

In fact, it may have meant for them that they would be taken from their unit at a time it was deploying or something, and they got—

Colonel MINICK. Yes, sir. And what we did is we grandfathered that, so—

Dr. SNYDER. Right.

Colonel MINICK [continuing]. If it started. When the clock started on the prerequisite part, one, we did 2 years of advance notice, and then when we started the clock, it was all those people that had 15 opportunities from when the policy changed. So we are very comfortable and confident that those who want to pursue advancement in the enlisted force and in higher education will get the opportunity to do so.

Dr. SNYDER. Generally, how long is somebody in the Marine Corps at the time they become an E-7?

Colonel MINICK. It depends on MOSs, sir, because every MOS promotes differently. But it is typically right around the 15-year mark that we are seeing promotion to E-7, E-7 to E-8, so—

Dr. SNYDER. From E-7 to E-8.

Colonel MINICK. And then we have—yes, sir—and then we have the enlisted force controls, which will—an E-7 can stay 22 years in the Marine Corps before he is required to get out. And I can't answer for you, you know, what percent of our enlisted population does not desire to go for E-8. That could very well be a metric in there.

Dr. SNYDER. Do any of you have any comment about the Title 10? I think several services would like to have expanded Title 10 authority. And I will start with you, Colonel Minick, and you all give your opinion. That is actually something that we have control over—

Colonel MINICK. Yes, sir.

Dr. SNYDER [continuing]. Because we would have to do it. But go ahead.

Colonel MINICK. Thank you for asking, sir. You know, if you were to ask me what could I do to help enlisted PME in the Marine Corps, I would say Title 10 authority. As you well know, it stipulates that Title 10 can be in support of 10-month curriculum.

And we understand the unintended consequences of policy. That was to make sure nobody would shorten courses. The problem with it for enlisted education in the Marine Corps is our curriculum doesn't go 10 months.

What Title 10 affords the president of Marine Corps University, who has Title 10 hiring authority, is that we can get that subject matter expert, and we don't have the same—I don't want to say constraints, but the same policies that you have on the GS [General Services] hiring system, where there is merit preference, and you may not be able to get exactly to the individual or the cohort that you want to try and hire.

So, yes, we would welcome any support in getting a change to that law, sir.

Dr. SNYDER. Mr. Sparks.

Mr. SPARKS. Yes, sir. Thank you. As I am sure you know, the United States Army War College and the Commanding General of Staff College both have Title 10 authority. Noncommissioned officer education systems that hire civilian employees are, of course, Title 5 employees.

The United States Army Sergeants Major Academy is a 10-month course, so we have actually begun discussion with Department of the Army, and hopefully, as it moves through the Depart-

ment, they will approve it for your review. So we do have a course that is represented above a Title 10 length.

Dr. SNYDER. Mr. Lutterloh.

Mr. LUTTERLOH. Chairman, thanks for the opportunity to comment. I would like to do a little bit further analysis on that. I am not sure that we have run into any problems, any issues relative to our enlisted professional military education pipeline so far with Title 10, so I would like to take that one for the record.

[The information referred to can be found in the Appendix on page 95.]

Dr. SNYDER. In fact, I will use that as an opportunity to say that if over the next couple of weeks, any of you have things that you would like to add or amplify or correct, if you will just get it to the staff, and we will make it not only part of our education, but also part of the formal written record of the hearing.

So, Mr. Sitterly.

Mr. SITTERLY. Dr. Snyder, thank you for the question. I don't have anything specifically. I do know that there is an initiative, legislative initiative, out there regarding the Community College of the Air Force and expanding that to other services.

I would just ask as we go forward with that, of course, we are very proud the Community College of the Air Force has been issuing, I think, 350,000 degrees over their lifetime since 1977, when we started degrees. And so I would just ask that we sort of use it as a template and look at the lessons learned as we go forward.

I think if it were to become a Defense-wide program, it would probably go from about 300-and-some-thousand people enrolled to 1.9 million people enrolled, so we need to look at the ramifications of that. I would just ask that we deliberately go about that. Thank you, sir.

Dr. SNYDER. I wanted to ask—you all have had association with the military for some years now, and it always is an easy thing when there is some new topic or some new scandal or something to say, "Oh, we need to include that in the course, just include that," and as if, "Oh, let us make it instead of a 24-hour day, we now have a 25-hour day, because you just have to add something."

But we also know that there are things that come along that take on more emphasis as society changes and as we learn. One of the ones over the last probably couple of decades now has been primarily the treatment of women, but really respect for each other when it comes to sexual assault and sexual mores.

Where do those kinds of interpersonal relationships and ethical kinds of issues, whether its treatment of each other or treatment of your government credit card, what change have you seen in the time you have been associated with these programs? And are you—is that an ongoing issue with you—or you think you are where you ought to be?

Start with you, Mr. Sitterly.

Mr. SITTERLY. Thank you, Dr. Snyder. In fact, we just came back, Chief Master Sergeant of the Air Force Roy and I, from the triennial review, basic military training review, and those sorts of questions were discussion items that we had.

I think we are where we always have been, and that is in terms of treating people with dignity and respect. Now, how we go about the lesson and how, you know, maybe it is treating people with dignity and respect today in terms of sexual assault versus racial, you know, issues as it was when I went through in the 1970s, as it might be suicide awareness and so on and so forth.

But we tend to put those issues, those social issues in context throughout all of our PME, insert scenarios but building upon respect for people. So I don't think it has changed a lot. The subjects just change a little bit as we go forward. Thank you, sir.

Mr. LUTTERLOH. That is an excellent question, Chairman Snyder, and it is something that we have struggled a little bit with in the Navy. We have got a corollary program—

Dr. SNYDER. I hear you have some changes coming on.

Mr. LUTTERLOH. Yes, sir, we are continually changing that, not only the curricula, but what we focus on. And today's focus is exactly on some of the topics you mentioned, sexual assault and violence, especially with respect to women, suicide and suicide prevention, and operational stress control. And there is another one that escapes me right at the moment. I will think of it in a second.

We have refocused on our general military training. Instead of requiring 12 subjects once a month, we have limited that to about 6 very important topics, including the ones I mentioned, including alcohol abuse and understanding that drive these pertinent issues.

We focus them, and the beauty about Senior Enlisted Academy, the beauty about our enlisted professional military continuum, the beauty about our leadership development continuum and our officer training continuum is that we are able to adjust on the fly and treat these topics as they need to be treated.

So these are some of the ones—sexual assault and violence and suicide prevention particularly—that we are dealing with today and overall in DOD, but primarily in the Navy. And so we will address these topics in the Senior Enlisted Academy. They will change over time, I predict, and we have got to be flexible enough.

We have delegated the remainder of the 54 topics or so down to the commands. They understand what statutory requirements are, what policy requirements are to get those done in required timeframes, but we are focused on the ones that are driving key issues within the Navy today that can be addressed by leadership. Thank you.

Mr. SPARKS. Thank you, sir. I took that as two parts to the question. In the first part you mentioned what do we do to react to changes and things that come up? And sometimes it could be the idea or the opportunity for that sort of to get pushed into the institution.

First, that when it comes to the noncommissioned officer corps inside of the United States Army, that is singularly within my focus. For an example, if there is an issue that is going on today that is deemed critical by the senior leadership of the Army, that issue may come up, and we would begin to look at it from a number of different perspectives.

Number one is why did it occur? What education can we provide? At what part of that lifelong learning continuum that we envelope in the United States Army is that particular education given?

If it is given at a certain point, we may need to take a look to evaluate if it needs to be given earlier. Or do we need to enrich that education somewhat? Or do we need to reinforce that education later on?

The worst thing that we could do is just take something and stick it in and not understand how it is going to unfold later on. So we really need to take a very deliberate approach. We do that every day. We have done that with topics like resiliency training, like prevention of sexual harassment, consideration of others, and I could give you more and more.

But typically, for all those topics or all those topic areas, we don't look at those in the United States Army as something that we just stick into a course, necessarily.

We look at what is relative? What is a relative knowledge level for a skill level one soldier? And what does he need to have? And what can we deliver into his courseware? And then when a soldier becomes a skill level two soldier, what kind of courseware do we need to deliver to him? So we built up on that first appreciation of knowledge.

And then finally, by the time he reaches our Senior Enlisted Academy, which for us is the Sergeants Major Course, he has been trained at the executive level, senior enlisted leader advising senior officers on ways to encourage or discourage performance.

So at our five skill levels in the United States Army, there may be a totally different representation of that knowledge or understanding required at that particular course.

For instance, for us in security, we deliver security education in the initial entry training experience. It is a unit requirement to be delivered annually. And we reinforce that security education in the common core training that occurs at the sergeant or staff sergeant level.

Colonel MINICK. Mr. Chairman, we have a program we have had—I can't tell you the exact date it started, but it is about 8 years old now. But it is Mentors and Violence Protection. It is a formalized program we run throughout our academies to where we actually contract folks to come out and certify our instructors to be able to teach this material.

And we tie that into, you know, the importance of the bystander—not so much the abuser, although that is obviously the problem, but to make sure that there is active involvement with every Marine in that dynamic.

One of the things that we have been tracking, like I am sure all the services, looking at stress on the force, one of the things we haven't seen is any significant increase in that area. One incident is too many, but the trend lines have been holding.

The one that has not been holding for the Marine Corps is suicide. And this last winter our three-star generals got together, and one of the topics was that issue.

And we don't normally do this. It is unusual, because we have a regular formal process on how we adjust curriculum, but we decided that we needed to put more suicide prevention, particularly into our Sergeants Course. We believe they were the closest to the problem, and we have that throughout every academy now.

One of the things we have to balance that we look at as we started to change curriculum is focusing not on those annual training skills, but trying to continue to focus on the professionalism side. This is probably the suicide prevention—it is one that is a little bit blurred, but probably closer to an annual training. We thought it was important enough that we put it into the Academy, and it stays there.

Dr. SNYDER. Obviously, you all four are part of very, very large organizations, and as you are training in leadership skills and how to train one person to lead others in what at times are going to be very difficult environments, they also are training people and leading people, but they don't have any control. They don't do the hiring. I mean, recruiters do the hiring.

You know, we know that clearly some people end up in the military that we wish hadn't been there, that have—they are sociopaths or, you know, just, I mean, really clearly there are some bad actors that shouldn't have come in, and then don't do well in a combat situation.

Has your curriculum evolved over the last years in terms of training people to look for men and women who have mental health problems, and they have come in with mental health problems that we may just need to accept the reality they need to not be in the military and certainly don't need to put in the situation of life and death decision-making in a combat zone?

Colonel Minick.

Colonel MINICK. Yes, sir. Thank you for the question. Combat Operational Stress Controls is a module that we put together a year ago, and it is going to be progressive across the continuum. I would tell you that it focuses mainly on that individual that is struggling with PTSD [Post Traumatic Stress Disorder] or is having the dynamics of the stress of either ops tempo or a combat situation.

But, you know, we have put that into our curriculum. We will continue to grow it. Does it specifically focus on someone that may be suffering from some type of mental instability? I would say no. It focuses more on that individual that might be hurting from operational tempo, sir.

Mr. SPARKS. Sir, thank you for the question. I think that that is a system in the Army that really begins at the initial entry phase when soldiers are paired up with a buddy or wingman that would sort of progress through with him.

The reason I bring that up is because it is important to understand the Army operates as teams. And even if it is a two-man team, where one man is always assessing another man to get an idea of how he is doing. Our men and women in uniform within the United States Army should feel like they have always got someone to turn to.

The way we go about that in professional military education is we begin with our very earliest course, the Warrior Leader Course that is designed to move a soldier from the grade of specialist or E-4 to sergeant.

Inside of that course, we devote a lot of time to individual counseling, where soldiers sit down one-on-one, do mock sessions, learn all of the sort of junior leader attributes to help counsel their sol-

diers. And one would hope that initially they would find anything that they thought to be a problem inside of those sessions so they could report them to more senior levels of leadership.

In addition to that, the chief of staff of the army has directed resiliency training. There are many blocks of resiliency training that get to how soldiers are feeling, how soldiers are reacting to incidents, how soldiers would react to an incident.

So I think within the spectrum of professional military education for the Army, we have been at it for quite some time through leadership and counseling skills. We are redoubling those efforts with our resiliency training, and we are going to continue to employ characteristics like our lifelong learning continuum to look at ways to supplement that training later on. We believe in our Structured Self-Development Program that we may find ourselves requiring some additional education as we move through that continuum.

And lastly, sir, we spent great effort to look at how higher level civilian institutions like colleges and universities are going about that education. And we have done some work with the University of Pennsylvania to define how to employ and how to assess resiliency skills.

Mr. LUTTERLOH. Thank you for the question. I would agree with my colleagues and add a couple of things. Number one, recruiting and retention are at record levels, no doubt affected by the economy. But our force is as highly qualified as ever before in history. Our delayed entry program quarters are completely filled. We may have a few issues in a couple of niche areas—medical corps as an example—tough to find the right kinds of doctors all the time.

But our training continuums, whether it be the leadership continuum across the enlisted ranks, whether it be the command leadership school for all officers or our chiefs of the boat and command master chiefs, whether it be the Senior Enlisted Academy, whether it be specific initiatives relative to resiliency training and operational stress control, we focus on these aspects—these very aspects.

A lot of it has to do with counseling. Our covenant counseling that is provided by our Chiefs Mess to all of our enlisted sailors focuses very closely on some of these attributes that you describe. Thank you.

Mr. SITTERLY. Thank you, Dr. Snyder. We spend a lot of attention training our military training instructors and some of our seasoned instructors, the people that will see primarily the new recruits, on what to look for behaviorally. In terms of the curriculum, the focus is on referral resources and being able to refer the airman to those medical facilities or to a community action situation.

We also have a formal “wingman concept” in the Air Force. For instance, with our suicide prevention program, the Chief just directed a half-day stand down to focus on suicide awareness throughout the Air Force, so every agency, every wing did that. We brought in our expertise from our medical services, from our community services to make sure that supervisors understood what resources were available to identify people that needed that assistance as well. Thank you.

Dr. SNYDER. I wanted to ask—the issue has come up before the subcommittee and before the Congress, the whole broad topic of

foreign language skills and training folks to navigate in cultures other than their own. That is really not what you all have been talking about today. Where do you see that whole topic fitting in to what you all do?

Colonel MINICK. What we have done throughout, sir, is we have threaded it throughout the curriculum when we talk about culture and we talk about understanding of the environment, so do we put together foreign language skills? No. But it is more along the lines of a cultural understanding throughout.

On the officer side there is survival language skills at the Command and Staff College in EWS [Expeditionary Warfare School], but because of the short duration of the enlisted courses, we do not have any type of language beyond cultural understanding and the importance of it in an asymmetric hybrid fight.

Mr. SPARKS. Thank you, sir. Obviously, with the number of soldiers deployed from the United States Army, we require a degree of cultural awareness sorts of training. In professional military education, it is embedded throughout our courses.

Additionally, the commanding general of Training and Doctrine Command, General Dempsey, has instituted a culture and language study that is completed with recommendations. In my Institute, for instance, I will gain a culture and language expert that will continue to look at those programs to ensure that we have got them right.

We have a number of schools and centers inside of the United States Army that are led by commanding generals that are experts in each one of their branch and proficiency areas. In most cases, cultural awareness training is determined by what are the requirements for that particular branch and soldier and particular theater of operation. So the long answer to the culture question is yes, we have it embedded in our training.

We are continuing to look at language training as well. We are not certain that there is a place at this point in professional military education for language training for sergeants. We simply do not know, but we are continuing to evaluate that possibility, with the understanding of, if it becomes a necessity, how we would apply it inside of our PME system.

Dr. SNYDER. I can understand how you might have concluded it is not a necessity. Whether it would be a helpful attribute, though, that would be a different story. There certainly have been an abundance of examples of some extraordinary positive things that have occurred because of somebody's ability to speak Arabic or Japanese or something like that.

Now, is it worth the investment of time to get, you know, a significant portion of E-4s or E-5s or NCOs speaking languages? That is a different topic. But it seems like it would be a very positive attribute.

I think we were talking about our friend, Jim Lively, who was able to—was my Marine fellow a couple of cycles ago, I think, who was able to go out with Iraqi units without an interpreter because of his Arabic skills that he picked up outside of the military.

Mr. SPARKS. Yes, sir, if I may, the necessity for the language training I know from myself from personal deployments in Iraq

that it is very helpful. I would not in any way believe that it is not a value.

Relative to the professional military education system, I am just simply not certain if it should be placed inside of that system. I am sure you are well aware that the United States Army has many language programs, and all of our soldiers in pre-deployment training go through language exercises for terms and things like that that they may need inside of their area of operation.

I also would submit that we have a very robust program out at Monterey that when the United States Army relative to deployments feels that we need a higher level of specificity in a language, that we are able to get that sort of training if we need to. But I think we will continue to look at it from an all-soldier, all-hands professional military education perspective.

Dr. SNYDER. Yes. Well, I have been asking for probably a decade now with very poor results, but I have resisted the temptation to try to impose something, that I have always thought foreign language skills should begin in boot camp, where again, it is supposing a 25-hour instead of a 24-hour day, but you would end up with a group of people who had some minimal exposure to it, and you would stumble onto those people who really have some aptitude for it.

I just think there are too many examples of extraordinary things that have happened in combat with people who had language skills that weren't really required to do so. Probably the most—

What was the fellow's name, Lorry? Gabaldon?

Gabaldon. You may be familiar with him from World War II, who grew up with a bunch of Japanese kids in California and was in—I think he was a Marine, wasn't he, Colonel?

Colonel MINICK. Yes, sir.

Dr. SNYDER. And—

Colonel MINICK. Pied Piper of Saipan.

Dr. SNYDER. Yes, and he would sneak out away from his unit on his own, because he just didn't like to see all these Japanese soldiers getting killed, and in Japanese he would—I think he basically said, "If you don't surrender, we are going to blow up your cave" or something, but he was probably a little more moderate in tone than that, but he was able to do it in Japanese, and even stumbled into a regiment one day and had—I don't know—600 or 700 surrender at one time after he negotiated in Japanese with the unit.

And remember, this is at a time when the mystique amongst the military was a Japanese soldier would never surrender.

But you think about how many Marines' lives were saved because an additional 800 or 900 Japanese troops did not have to be killed or captured, and yet that was a kid who learned those skills by picking fruit, I think, in California when he was in high school.

I don't think I have any further questions. I appreciate you all's attentiveness today. I have found these materials hard for me to get a handle on. I mean, I take your statements at what they say.

We have had the staff go out. I don't know if I have a sense yet of if all the schools should be getting A-pluses or B-minuses or C-pluses, but I certainly give you all A-plus for effort and commitment to the program.

I noticed the topic that Mr. Skelton is interested in and has been for years, and we have had some discussions, and I feel a bit like we neglected you all. And perhaps your resource issue wouldn't be such a big one, if we had been paying a little bit more attention to enlisted PME through the years. And I think you will see this committee do that under Mr. Skelton's leadership.

So we appreciate you being here today. I certainly appreciate your service. And we are adjourned.

[Whereupon, at 3:19 p.m., the subcommittee was adjourned.]

A P P E N D I X

JULY 28, 2010

PREPARED STATEMENTS SUBMITTED FOR THE RECORD

JULY 28, 2010

**Statement of Ranking Member Rob Wittman
Subcommittee on Oversight and Investigations
House Armed Services Committee**

Hearing on Enlisted Professional Military Education in the Services

July 28, 2010

Thank you, Chairman Snyder, and good afternoon to our witnesses.
Thank you for being here today.

As the chairman noted, over the past year the subcommittee conducted an extensive review of the officer professional military education system and recently published a lengthy report on our findings and observations. Of necessity, that effort could not review all aspects of professional military education and focused on the rapidly evolving joint and interagency officer education requirements.

Today, we turn our attention to one of those gaps, enlisted professional education. It will come as no surprise to our professional non-commissioned officer corps that the demands on the enlisted force to skillfully interact in complex interagency and international settings have greatly increased. In fact, many if not most Army and Marine Corps patrols

into Afghan villages are led by sergeants, not officers. Nor will it surprise our superb senior NCOs to find that officers seem to require far more education to get it right, when compared to NCOs. As an example, we needed no fewer than six hearings on officer PME to sift through the complexities of the officer system, and find we can address enlisted PME in a single hearing. That's good news for the enlisted force. After today's hearing, you may confidently go about your business of training sergeants, chiefs, and master chiefs largely unimpeded by the Congress.

Even so, the Congress does have a critical role to play. Our review and this hearing will establish a baseline from which future development will be judged. I note that the Marine Corps is embarking on a much needed, ambitious upgrade to its enlisted professional military education program. If realized, the Marine Corps will have an excellent enlisted PME system. While I am optimistic, issues of course availability and resource allocation remain, and we stand ready to assist where we can.

I am gratified to see that each service has developed a series of non-commissioned officer courses that non-commissioned officers attend as they progress in rank. The services all have different approaches on timing,

requirements for promotion, course length, and the distance learning component. Where these differences are necessary to support the needs of the particular service, they should be supported. Where they are outliers from the other services and work to the disadvantage of the non-commissioned officer corps of that military service, the practice should be reviewed by the service and changed as needed. We on the subcommittee want to support our enlisted force as much as possible, and look forward to hearing of any ways we can help.

Thank you, Mr. Chairman. I look forward to hearing from our witnesses.

Not public until released by the
House Armed Services Committee

STATEMENT OF
COLONEL JAMES J. MINICK
DIRECTOR, ENLISTED PROFESSIONAL MILITARY EDUCATION
MARINE CORPS UNIVERSITY
BEFORE
THE HOUSE ARMED SERVICES SUBCOMMITTEE ON
OVERSIGHT AND INVESTIGATIONS
CONCERNING
ENLISTED PROFESSIONAL MILITARY EDUCATION
28 JULY 2010

Not public until released by the
House Armed Services Committee

Good afternoon Chairman Snyder, Ranking Member Whitman and distinguished Members of the Subcommittee. I greatly appreciate this opportunity to address the Subcommittee in order to discuss the accomplishments of the professional military education on the Marine Corps' enlisted force.

Transformation Initiative-

During July 2009, then Brigadier General Spiese addressed this committee on the history and progress of the Marine Corps' professional military education. Our intent is not to readdress those historical aspects, rather it is to lay out the transformation efforts that were begun under our 33rd Commandant, General Michael W. Hagee and continue today.

During General Hagee's tenure, it became evident that the professional warfighting development of our enlisted force had not evolved to meet the changing and dynamic nature of the operational environment associated with the current contingency operations. To ensure our enlisted warriors could meet the challenges of distributed operations and hybrid warfare, it was necessary to reevaluate the enlisted education continuum as a means to empower our Marines to become adaptive to the changing battlefield, think critically, and take action. Developing and executing a professional development continuum provides the means to achieve the *Strategic Corporal*¹ envisioned by General Charles Krulak in 1999.

To achieve this effort, then Colonel Melvin Spiese, Director, Expeditionary Warfare School; acting under guidance by Major General Thomas Jones, Commanding General, Training and Education Command, began to outline the processes that would

¹ Gen, Charles C. Krulak, "The Strategic Corporal: Leadership in the Three Block War," *Marines Magazine*, Jan. 1999.

transform Enlisted Professional Military Education (EPME). The first action was to overhaul the outdated programs of instruction which focused on common skills training that were largely the responsibility of unit commanding officers and typically addressed by annual training actions at the unit level. At the time, this was a radical, but necessary, step to reduce redundancy in training efforts and leverage the professional climate of Marine Corps University. The end result was to develop the warfighting skills that unit commanders desired, and need, in their enlisted force.

Secondly, the transformation effort looked to the unit commanders and the Marine Corps' centers of excellence to determine the warfighting skills that were expected of their Marines, at their specific grade, and at their level within the Marine Air-Ground Task Force (MAGTF). This step, as radical as the first, ensured that the commanders became stakeholders and were involved in the professional development of the enlisted force. It also ensured that enlisted Marines who attended and successfully completed resident professional military education did so with the skill sets that allowed the Marines to become force multipliers for the unit commander.

The result of empowering enlisted Marines to be efficient warfighters, with critical thinking and adaptability skills, has allowed them to understand the consequences of their actions well beyond the tactical level of war.

Educational Philosophy-

As with the outdated programs of instruction, the delivery of course content was directly linked to basic delivery techniques, such as lectures and step-by-step training with strict oversight. While these techniques are effective for some entry-level activities, these techniques are largely ineffective for experienced learners who are *digital*

*natives*². EPME has also learned that curriculum design fell along the same antiquated lines as our delivery methods. The combination of outdated delivery and curriculum design promoted an environment for Marines attending courses to narrowly focus on learning objectives that would allow them to pass multiple choice exams via rote memorization, and then purge the information.

Since the transformation effort began, EPME has, for the most part, distanced itself from lecturer-based delivery, learning objective curriculum design, and multiple choice exams. The educational philosophy challenges the curriculum developers and course faculty advisors to develop interactive, relevant curriculum that can be facilitated by faculty advisors, using alternative teaching strategies such as small-group discussions, Socratic questioning, and scenario-based interactivity. Thus, challenging students to apply critical thinking skills necessary to solve complex problems respective to their level of the operating environment. We have also largely eliminated the preponderance of low-level cognitive tests and instituted performance evaluations designed to link many of the learning outcomes into a series of events that replicate what they may encounter in the operating forces. This allows Marines who attend the Staff Noncommissioned Officer (SNCO) Academies to fully realize the importance of mastering the learning outcomes.

Academy Organization-

The organization of the Staff Noncommissioned Officer Academies is unique to the Marine Corps. The academies are strategically placed around the globe as a means to impact as many Marines as possible. The regional Staff NCO academies are located at, and comprised of the following:

² Marc Prensky, "Digital Natives, Digital Immigrants", On the Horizon, Oct. 2001,

- Marine Corps Base Quantico, Virginia: houses the Corporals, Sergeants, Career (Staff Sergeant-E6), Advanced (Gunnery Sergeant-E7), and Senior Enlisted Courses (Master Sergeant-Master Gunnery Sergeant and First Sergeant-Sergeants Major-E9-E9).
- Marine Corps Base Camp Lejeune, North Carolina: houses the Corporals, Sergeants, Career, and Advanced Courses.
- Marine Corps Base Camp Pendleton: houses the Corporals, Sergeants, Career, and Advanced Courses.
- Marine Corps Air-Ground Combat Training Center, Twentynine Palms, California: houses the Corporals and Sergeants Courses.
- Marine Corps Base Kaneohe, Hawaii: houses the Corporals and Sergeants Courses.
- Marine Corps Base Okinawa, Japan: houses the Corporals, Sergeants, Career, and Advanced Courses.

While the distance between the regional Staff NCO academies does present problems, there are two specific actions to mitigate those obstacles. The first is the Enlisted PME Branch at Marine Corps University. This branch of the University is directly under my charge and my intent to the staff is that we make every effort to develop and deliver curriculum to the academies that provides a level of detail that allows us the closest measure of ensuring a consistent learning experience. Four years ago, this branch was three enlisted Marines working in the basement of Marine Corps University with no officer involvement. EPME is currently structured at 43 personnel, comprised of military and civilian education specialists led by a Marine Colonel. The current President

of Marine Corps University, Major General Robert Neller, established Enlisted Professional Military Education as the universities #1 Focus of Effort in the fall of 2009. This momentum continues in earnest.

Secondly, the success of the Staff NCO academies is the direct result of the Directors who are responsible for leading their respective academy. The Directors are Senior Enlisted Marines with at the grade of Sergeants Major and Master Gunnery Sergeant for our four large academies (Quantico, Camp Lejeune, Camp Pendleton and Okinawa) and First Sergeant and Master Sergeant for the two small academies (29 Palms and Hawaii). These Senior Enlisted Marines receive our programs of instruction and academic guidance, train their faculty, and accomplish their mission with near flawless perfection. They are hand selected and interviewed for their position by the Director of EPME and final approval is with the Sergeant Major of the Marine Corps, Sergeant Major Carlton Kent. Our Directors are some of the most experienced and competitive leaders within our Corps. Without the commitment to the EPME Branch and the Directors of the Staff NCO academies, the professional development of the enlisted force would not be a 'good news story.'

Professional Development Objectives-

The professional development of the enlisted force is designed on a progressive education continuum that focuses on six core areas: Leadership, Operations, Training, Communications, Joint Operations, and Administration. Briefly, these core areas are comprised of the following:

Leadership: The limited size of the Marine Corps mandates that every Marine be capable of effective leadership - this is the heart of the Marine Corps and is unique to

the organization. As such, leadership will always remain the focus of effort for the professional development of our Marines and typically comprises the majority of our programs of instruction. Topics of leadership range from simple close order drill to complex leadership issues such as ethical decision making and influencing command climate. Evaluation of these types of leadership events is largely subjective and relies heavily on the feedback provided by our faculty at the Staff NCO academies.

Operations: As with leadership, operations are also linked to the success of the Marine Corps and comprise a nearly equal amount of time in the courses' programs of instruction. Topics within the operations module include security patrols, improvised explosive device defeat measures, operations other than war, offensive and defensive operations, the Marine Corps Planning Process, and command and control. These events are typically evaluated by the use of rubrics that allow our faculty to provide feedback based upon sound doctrine, as well as, operational experience.

Training: All Marines are integral to ensuring the effectiveness of the unit. Therefore, every Marine leader must be able to apply fundamental training techniques to support the unit's readiness and mission essential tasks. Topics within this module include basic training techniques such as evaluating the proficiency level of a Marine's ability to perform specific common skills and Military Operational Specialty (MOS) tasks, to higher level requirements such as evaluating unit proficiency and managing Training, Exercise, and Evaluation Plan (TEEP). As with the operations module, these events are evaluated by the use of rubrics.

Communications: Effective communications is an essential ingredient to successful leadership within the Marine Corps. As such, the ability to write and speak

clearly is a critical component of programs of instruction; whereby students are required to develop solutions to problems and defend them in a written or oral medium. Topics for the communications module include delivery of an oral presentation, public speaking, writing an after action report and a letter of instruction. Evaluation of these skills is typically tied to the other modules within the programs of instruction and is included in the rubrics associated with those modules.

Joint Operations: Since 9/11, battlefield operations have become inherently a joint effort between the services. With this understanding, the Chairman, Joint Chiefs of Staff developed the Joint Enlisted Professional Military Education Policy³. This policy outlines the joint learning areas (JLA) and objectives (JLO) that all service members should be exposed to during their military career. The JLAs and JLOs within the policy focus on providing an understanding of the joint environment by assigning learning outcomes focused at the Basic, Career, and Senior levels of service within the Department of Defense. Topics within the policy encompass the spectrum of the joint services from basic understanding of the National Military Capabilities to National Security Strategy. The EPME staff is currently working to fulfill the JLAs and JLOs within the programs of instruction and has established supporting relationships with the Sister Services to fully develop relevant courseware to support the Chairman, Joint Chiefs of Staff vision for joint education.

Administration: Foundational administrative skills are linked back to effective leadership and unit readiness and are grounded in our leadership principle of “Know your Marines and look out for their welfare.” To ensure success across the spectrum of leadership, Marines must be able to perform routine administrative skills commensurate

³ CJCSI 1805.01, 28 Oct 05

with their rank and level of leadership. Topics within this module include recommending personnel evaluations, the senior enlisted advisor's responsibilities as the command reviewer, and assessing command climate. The preponderance of topics in this module is either scenario-based or linked directly to the evaluation modules with the respective course's program of instruction.

Based upon these brief overviews, it may not be evident that the curriculum is progressive and challenging, but I can assure you as the Director, of enlisted education, it is my mandate that we develop and deliver curriculum that is commensurate with a Marine's rank, is linked to challenges that they will encounter in the operating forces, focuses on skills that are relevant to the distributed and hybrid natures of the operational battlefield, and promotes critical thinking that empowers our Marines to think beyond the tactical level of war.

Values, Ethics, and Culture-

Along with robust, challenging curricula for each course, we are now enhancing all aspects of the programs of instruction to address touchstone ideals such as values, ethics, and culture. While Marines are forged into a new culture during boot camp and entry-level training, there has been no structured effort, outside of annual training opportunities and commanders' prerogative, to continue to reinforce our Core Values of Honor, Courage, and Commitment. The university, under its previous president, retired Major General Donald Gardner, and his successor, Major General Robert Neller, began to institutionalize values, ethics, and culture across the entire professional military education continuum. The efforts within the enlisted education continuum have resulted in deliberate approaches to these ideals, as well as, notional or hypothetical references to

these same ideals within the curriculum; combined with feedback mechanisms from our faculty advisors. The end result is a dynamic interactive learning experience.

Deliberate approaches include the design and development of courseware materials and dedicated time within a course of instruction that address values, ethics, and culture. Much of the work the courseware writers develop is in conjunction with the Lejeune Leadership Institute. The combination of the experienced curriculum developers and the core representatives charged with leadership development for the entire Marine Corps, results in curriculum that is meaningful and relevant to the students attending a respective course. Examples of these include lessons on Ethical Decision-Making, Suicide Prevention, Combat Stress, Mentors in Violence Prevention, and Operational Culture. The majority of these topics, facilitated at the small-group level and largely driven by scenarios, are representative of our current operational posture and enhanced by the experience of our faculty advisors. While evaluation of these events is subjective in nature, it provides the faculty advisors with a unique opportunity to impart their leadership styles and experience to further mold the values and ethics of our Marines as another opportunity to reinforce our Core Values.

Notional references within the courses of instruction are addressed in two unique processes. The first lies within the curriculum developers at the Enlisted PME Branch. This is their opportunity to infuse the ideals of values, ethics, and culture into the curriculum, whereby these topics become relevant to the learning experience encountered by the student. Examples of this type of process include the requirement to address cultural issues when participating in operational planning for offensive and defensive operations; discussing moral courage when assigning accurate proficiency and

conduct marks to Marines under one's charge; or determining poor ethics when conducting either a preliminary inquiry or Judge Advocate General Investigation assignment.

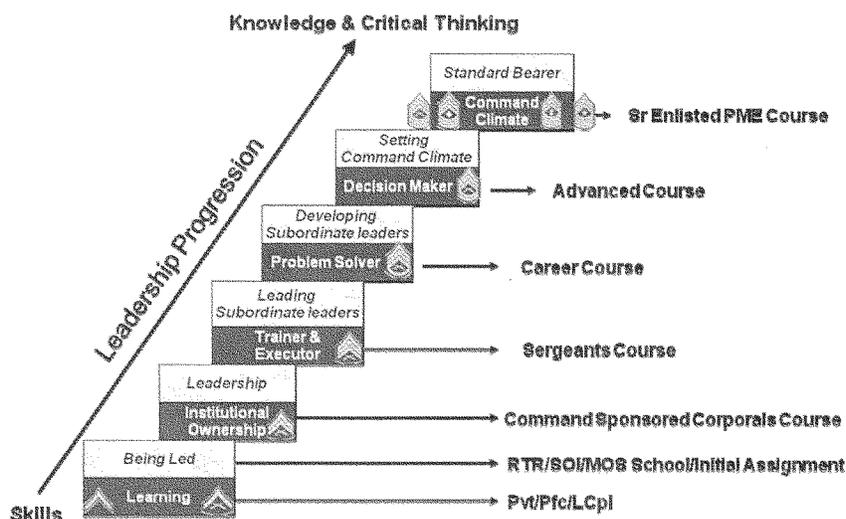
Secondly, during their interaction with the students, our faculty advisors are constantly vigilant to find *teachable moments* that are directly linked to values, ethics, and culture. Whether conducting formal lessons, small-group discussion, combat conditioning, or informal discussions, our faculty advisors seize any moment when students either make poor decisions, discuss behavior opposite of our Core Values, or conduct themselves counter to the Marine Corps history customs, courtesies or values.

The combination of deliberate and notional actions within the programs of instruction makes for a powerful approach to reinforcing ethics, values, and culture. We will continue to refine our efforts as a means to further enhance the high standards America places upon the Marine Corps.

Students-

Students attending the resident courses of instruction are primarily in the grades of corporal (E-4) to gunnery sergeants (E7) and are representative of all military occupational specialties (MOS) within the Marine Corps. The opportunity to attend courses of instruction amongst one's peers across the spectrum of MOSs provides an invaluable opportunity to draw experiential learning from fellow Marines. The hierarchical structure of the courses is:

Enlisted PME Continuum



Corporals Course: A three-week course designed to provide corporals with the basic knowledge and skills necessary to be successful small-unit leaders. The University's intent is for corporals to conclude the course with a feeling of confidence in their leadership abilities, as well as, comfort with -- not expertise in -- the content they have encountered and a belief that the course experience has prepared them for increased levels of responsibility.

Sergeants Course: A six-week course designed to provide sergeants with skills necessary to plan and conduct training for their Marines and to provide the warfighting skills, core values, and mindset necessary for effective leadership of a squad size unit and subordinate leaders. The curriculum is designed around the six core areas previously

outlined. It focuses on developing skills necessary to clearly articulate thoughts in both oral and written communication; inspire and guide Marines through effective leadership; implement tactical measures at the squad/platoon level; understand basic national military capabilities; conduct training within the Marine Corps Common Skills Program; and understand career progression.

Career Course: A six-week course designed to provide staff sergeants with the skills necessary to act as a "problem solver" and to supply the skills necessary to provide leadership at the platoon level, influence company grade officers, lead and develop subordinate leaders in warfighting, core values, and preserve time-honored traditions. Like all of the courses of instruction, the six core areas for this course are focused to enhance our staff sergeants with the skills necessary to clearly articulate thoughts in oral and written communication; understand and model the mindset of a SNCO; develop and mentor character-based leadership in noncommissioned officers, foster ethical leadership; advise the commander/officer in charge (OIC) on operational requirements; understand the joint environment; assist the unit commander in obtaining training goals, and effectively manage personnel and assets.

Advanced Course: A six-week course designed to provide gunnery sergeants with the skills necessary to act as a "decision maker" and designed to provide the skills necessary for senior leadership in a company level organization to independently supervise processes and procedures, influence officers, and function in an operations center. The six core areas are focused on providing the gunnery sergeants with the skills necessary to clearly articulate thoughts in both oral and written communication; influence command climate; be prepared to act as the senior enlisted advisor; understand the unit

training management process and provide the commander input; understand MAGTF operations; understand basic unit deployment concepts, requirements, and methodology; and develop courses of action based on planning guidance.

The diverse nature of students who attend resident PME further enhance the course content by providing their experiences that directly relate to the learning outcomes; thereby providing further relevance to the student population. This experience is further enhanced by sister service and foreign military students who attend these professional development courses.

Over the last three years, EPME courses have opened its doors to the sister services and international military. To date, we have provided professional military education to 37 sister-service students, predominately from the Navy and Air Force, and 96 international students from various countries. As mentioned above, their contribution to the courses is invaluable and supports the Commandant's vision to enhance leadership within the Joint, International, and Multi-national environment. We will continue to market our courses to the sister services and the international community and will make every effort to ensure their contributions are emphasized.

Expansion of the Education Continuum-

Historically, the programs of instruction were limited to the professional development of corporals through gunnery sergeants. However, that perspective leaves a large population of Marines without any professional development opportunities. This specifically impacted lance corporals (E3) and Marines in the grades of master sergeant, first sergeant, master gunnery sergeant, and sergeant major (E8 – E9), a significant and influential population within the enlisted force.

Once the transformation process had begun and full-scale development of the courses was undertaken, the President, Marine Corps University determined the necessity to establish a program that focused on the professional development of the Marine Corps' junior Marines, specifically lance corporals. These Marines, generally accountable for the leadership of a team of three Marines, typically use leadership examples from their drill instructors or from other encountered experiences. These leadership styles and approaches typically resulted in the application of observed skills that were neither clearly defined, nor understood and therefore resulted in poor leadership practices. Additionally, the promotion of a Marine from lance corporal to corporal often resulted in having a close relationship with one's peers one day and the next day, literally being thrust into the responsibility of leading those same Marines.

Recognizing this gap in professional development, Marine Corps University began the expansion of the enlisted education continuum to include the lance corporals. The Enlisted PME branch developed the *Leading Marines* correspondence course that addressed the professional development needs of the Corps' most junior leaders. This course replaced the outdated *Fundamentals of Marine Corps Leadership* correspondence course, with a targeted program of instruction that provided the fundamental guidance and skills necessary for lance corporals to understand the challenges of leadership, effective leadership styles, and the application of those skills to promote effective leadership. This course was further enhanced by ensuring that, before a Marine could take their final exam, their mentor was required to validate that their Marine understood the material and its application to leadership challenges within the organization. The course, instituted in June 2007, has received positive feedback and is currently under

revision to ensure the content remains relevant to the Corps' future leaders. The completion of the *Leading Marines* course is a requirement for all Marines desiring promotion to corporal.

Continued expansion of the enlisted education continuum was realized with the implementation of the Senior Enlisted PME Course. Envisioned by the current Sergeant Major of the Marine Corps, Sergeant Major Carlton Kent, the Enlisted PME branch developed a five-week course of instruction designed to equip senior-level Marines with the critical thinking and adaptability skills necessary to function at the operational-level of war and to enhance their abilities to act independently as enlisted assistants to their commanders in all administrative, technical, and tactical requirements of their organizations.

The course is designed around five core areas: MAGTF Command and Logistics; the Marine Corps Planning Process (MCP); Command, Control, Communications, Computer, and Intelligence (C4I); Communications; and Administration. To date, the University has conducted two pilot courses during 2008 and 2009, and three courses in 2010. We plan to be full operations capable with this course beginning in fiscal year 2011 and will conduct five courses per year that will further the professional development of 250 senior enlisted Marines annually.

Facilities and Resources-

As previously discussed, the regional Staff NCO academies are the *tip of the spear* for providing the resident professional development opportunities of the enlisted force. All of the facilities are adequate to achieve the educational objectives; each academy is complete with large classrooms able to hold the entire student body and

individual conference group rooms. In most cases, they present a professional appearance to students and guests alike, as well as, a quiet and collegiate environment for academic study and professional development. I should note that those facilities that do not necessarily promote the desired academic environment are either slated for renovation and/or replacement or are in the planning stages of the same.

The regional Staff NCO academies are recognized as an extension of the Marine Corps University and representative of a world-class educational institution. Unfortunately, the limited infrastructure of the regional Staff NCO academies limits the ability to allow all enlisted Marines to attend resident professional military education. In fact, our annual combined attendance of approximately 8,000 Marines is well short of allowing us to make resident PME a requirement for promotion for all Marines, with the exception of gunnery sergeants.

The Future-

To mitigate the shortage of resident professional development opportunities, the Enlisted PME branch and the Marine Corps University have taken several steps to ensure *no Marine is left behind* in relation to their professional development.

As discussed, the *Leading Marines* correspondence course is a promotion requirement. The Marine Corps Institute at Marine Barracks, Washington D. C is the administrator of the course and does a magnificent job at ensuring the course is distributed to the enrolled Marines in an efficient and timely manner.

The Corporals Course is primarily a command sponsored course conducted at the unit level. This not only allows unit commanders to administer the course to a larger population of Marines that our institution could ever reach, but it also allows the

commander's to add content to the course that is specific to the unit's needs and mission essential tasks. The inherent nature of conducting a course at the command level creates additional stakeholders in the curriculum and provides enhanced opportunities for Marines at the unit level to tailor the learning experience based upon seasoned members of the unit.

The president, Marine Corps University, has recently charged the College of Distant Education and Training (CDET) to develop robust, on-line courses of instruction that will either compliment the existing courses or serve as a course prerequisite. To meet this intent, the CDET has assembled a supporting staff and initiated the front end analysis process necessary to determine course structure and build the respective distance education courses.

CDET's initial approach is to use existing courseware to develop distance education courses to support the Corporals Course and Advanced Courses. The Corporals Course will be designed as a stand alone course that will mirror, as closely as possible, the resident course. This will allow Marines to either enroll in the on-line course or attend a resident Command Sponsored program. Once the on-line course is complete and fully activated, the Marine Corps expects the completion of either course to become a qualification for promotion to sergeant.

Concurrent with the development of the Corporals Course, CDET will also develop the Advanced Course for on-line administration. Our current capability to accommodate all gunnery sergeants at our resident course, allows us to develop this course as a prerequisite to attending the resident Advanced Course. This approach has the ability to migrate lower-level cognitive tasks to the on-line learning environment,

thereby enhancing the practical application of those learned skills while attending the resident course of instruction. We are still in the design phase of the on-line course and further analysis will determine the viability of making the course a prerequisite for resident course attendance.

Upon completion of the Corporals and Advanced Courses, CDET will then develop the Career Course. The infrastructure is inadequate to allow all Staff Sergeants the opportunity to attend a resident program. This course is by far my main focus of effort to ensure we build a course that provides critical leadership skills for those Marines who have made a deliberate decision to make the Marine Corps a career. I believe that this course is so important that we must take a separate approach to how we deliver and facilitate the course material. To this end, I have requested that the CDET develop a hybrid course that leverages a robust, on-line learning management system that allows for the delivery of the course content, but is also enhanced by adjunct faculty advisors in a collaborative “face to face” seminar environment, similar to the distance learning approaches employed by major universities across the country and the Marine Corps Officers distant program. CDET has taken my intent and is currently developing the means to fulfill the vision.

The last course of instruction scheduled for conversion to an on-line learning experience will be the *Leading Marines* correspondence course. The challenge with this course will be to ensure that the mentors remain in the process of evaluating their Marines’ participation and understanding of the course material. I am confident that the CDET will develop a challenging program that will maintain the integrity of the course design.

As we continue to enhance the development of our resident courses, I have charged my staff of developers to leverage the use of modeling and simulation systems to support the execution of tactical decision exercises and practical exercises. Additionally, I want to further expand the use of these systems to challenge the student's decision-making processes by infusing ethical and cultural dilemmas into scenario-based simulations. This approach will allow the chaotic and demanding aspects of the battlefield to be closely replicated in a safe, yet challenging environment. Leveraging simulations to not only apply fundamental tactical and operational processes, but to reinforce ethics, culture, and decision-making is an area that has not been largely explored. We are excited to pave that path.

Lastly, we demand high standards for our civilian faculty. Civilian faculty are selected via a board comprised of MCU faculty and leadership. Recommendations of the board are forwarded to the President of MCU who is the ultimate hiring authority under the provisions of Title 10, USC. Required credentials for civilian faculty include a terminal degree from a regionally accredited institution, education/teaching experience, evidence of scholarly research and publications, and familiarity with current national security issues. Desired credentials include an understanding of PME and familiarity with military policies and procedures. All current faculty possess these credentials. However, Title 10 authority is limited to 10-month PME programs.

Conclusion-

The transformation of Enlisted PME is a 'good news story'; however, there is still much work to be done. While our transformation efforts have seen large successes, we

continue to press forward for the complete transformation of the entire enlisted education continuum and we expect completion of those efforts by December 2011. Nevertheless, achieving that milestone only indicates that the majority of the work lies ahead.

Marine Corps University will continue to ensure the professional and intellectual development of the enlisted force continues to evolve; commensurate with the expectations of the commanders on the battlefield, as well as, the American people. We will continue our endeavors to facilitate the professional development of the total enlisted force through traditional and non-traditional methods and to ensure that those skills allow our Marines battlefield success, not only at the tactical level of war, but also at the strategic and operational levels.

Our professional warriors are the heart of the Corps success. Every effort will be made to ensure your Marines live up to the Corps celebrated history.

Thank you Chairman, for the chance to speak with you today. I welcome the Sub-Committee's questions. Semper Fidelis.

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STATEMENT BY

MR. JOHN D. SPARKS

DIRECTOR,

INSTITUTE FOR NONCOMMISSIONED OFFICER PROFESSIONAL DEVELOPMENT

BEFORE

OVERSIGHT & INVESTIGATIONS SUBCOMMITTEE

HOUSE ARMED SERVICES COMMITTEE

THE UNITED STATES HOUSE OF REPRESENTATIVES

SECOND SESSION, 111TH CONGRESS

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THE HOUSE ARMED SERVICES COMMITTEE

Chairman Snyder, Congressman Wittman and the honorable members of the House Armed Services Oversight and Investigations Sub-Committee, I am Command Sergeant Major (CSM) (retired) John Sparks Director, Institute for Noncommissioned Officer Professional Development, U.S. Army Training and Doctrine Command, Fort Monroe, Virginia. On behalf of General Marty Dempsey, Commanding General, U.S. Army Training and Doctrine Command (TRADOC), I appreciate the opportunity to speak with you today about our Army's enlisted professional military education. As the Director, Institute for Noncommissioned Officer Professional Development (INCOPD), I am responsible for providing the direction and oversight of the Noncommissioned Officer Education System (NCOES) across the Army and have been directly involved in the transition of NCOES. As the principal advisor to the Army Leader Development Enterprise on Non-Commissioned Officer development, I am responsible for the integration of all actions and activities related to NCO Leader Development into the Army Leader Development Strategy and serve as the NCO subject matter expert for the Army Leader Development Enterprise. I retired as the Command Sergeant Major of TRADOC after thirty years of service and have attended all levels of the NCOES. Thank you for the opportunity to speak with you today about the Army's Noncommissioned Officer Education System and Professional Military Education program.

Over the course of the last 18 months, the Army has embarked on a campaign of learning which has informed and shaped leader development as we know it today. On November 25th, 2009, the Chief of Staff of the Army approved the Army Leader Development Strategy. General Dempsey has vested in me the responsibility for our Army's leader development efforts for the NCO cohort.

The committee has asked for an overview of Enlisted Professional Military Education (EPME). The Army views EPME as a subset of a larger system we call the Noncommissioned Officer Education System (NCOES). It is important to make this distinction because the Army views education as holistic, sequential and progressive. The reason for this is simple – the Army Leader Development Strategy for a 21st Century Army requires a balanced commitment to the three pillars of leader development: training, education, and experience. Leader development, whether in the officer, enlisted or civilian community, is a function of a career-long education process complemented and enhanced by training and experience. While today's hearing will only examine the role of EPME, it is critical to understand the symbiotic relationship between education, training and experience as a function of leadership development. This testimony is structured into four parts: (1) purpose, mission and organizational construct of Army NCOES; (2) Army Policy Framework and the EPME continuum; (3) program assessment and NCO cohort initiatives; (4) the future learning environment and challenges to EPME.

The institutional Army has adapted to meet the requirements of theater commanders and operational commanders. In doing so, we have changed the manner in which we are organized and coordinated. As the lead agent for Leader Development, General Dempsey has emphasized the significance of EPME by creating the Institute of Noncommissioned Officer Professional Development (INCOPD). This special activity reports directly to the TRADOC Headquarters and serves as the NCO cohort lead responsible for coordinating vertically and horizontally across the Army, Army Reserves and National Guard on leader development requirements, strategy and policies within the NCO community. With the United States Sergeants Major Academy aligned directly under it, INCOPD is the Army lead for all NCO cohort initiatives and carries out similar

functions as the United States War College, Command and General Staff College and Combined Arms Command in terms of professional military education advocacy and oversight.

NCOES and EPME has transformed significantly since its creation in 1972. In its early years, EPME was characterized as a singularly focused, schoolhouse delivered training program. Today, EPME focuses on balancing training, education and experience and is designed to deliver tiered and progressive education opportunities throughout the career path of a NCO. In 1972, the Army delivered NCO training to approximately 299 Soldiers – today the Army delivers professional military education to approximately 163,076 NCOs annually. The United States Army Sergeants Major Academy, acknowledged as the premier noncommissioned officer education institution in the world, has graduated 526 Soldiers from 63 countries. As I hope you will agree, the Army's system for NCO education has evolved considerably. Its purpose today is to serve as a progressive and sequential, leader, technical and tactical training/education system that provides NCOs the skills relevant to the duties, responsibilities, and missions they will perform. The goal of NCOES is to prepare NCOs to lead and train Soldiers who work and fight under their supervision, and to assist their leaders to execute the mission. INCOPD serves as the primary enabler for NCOES. As such, the INCOPD is chartered to carry out three very important functions: (1) provide direction and oversight of the NCOES across the Army; (2) integrate all actions and activities related to NCO Leader Development into the Army Leader Development Strategy; and (3) serve as the NCO subject matter expert for the Army Leader Development Enterprise.

The Army's PME approach must also account for personnel management policies and is endeavoring to synchronize these policies with educational changes in our leader development. General Dempsey is synchronizing efforts for Army leader development. U.S. Army Training

and Doctrine Command will pursue adaptations to Army policies and programs needed to build greater flexibility and predictability within the Army. These efforts will result in a more inclusive and holistic approach that will facilitate more efficient and effective use of resources and deliver leaders who are better prepared to lead our Army. We're shaping the future of our PME system to better develop the leader characteristics our Expeditionary Army requires of its force to execute Full-Spectrum Operations in an era of persistent conflict.

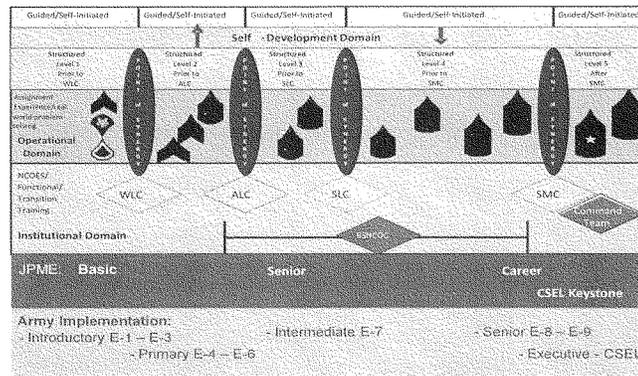
An overview of the purpose, mission and NCOES organizational construct paves the way for a discussion about Army policy framework and the EPME continuum. The policy framework and authorities that form the basis of the Army's system of professional military education is established through several statutory and regulatory documents. Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1805.01, *Enlisted Professional Military Education Policy*, implements our US Code Title 10 responsibilities, Army Regulation 350-1, *Army Training and Leader Development*, establishes professional military education requirements across the Army and Department of the Army Pamphlet 600-25 - US Army Noncommissioned Officer Professional Development Guide, and describes progressive career requirements. Other key and influential documents include the Army Capstone Concept (TP 525-3-0), Field Manual 3-0 (Full Spectrum Operations), the Army Training Concept, the Army Training and Leader Development Guidance, Army Learning Concept, and the Army Leader Development Strategy. While this testimony is not designed to cover this framework in depth, it is important to be aware of the nucleus around which PME revolves.

The growth and development of a successful military leader is achieved through a deliberate and balanced leader development approach of education, training, and experience. We train leaders and Soldiers to accomplish the tasks that we know are a part of defending our

Nation, and we educate them to succeed in the complexity of the contemporary operating environment against hybrid threats. Additionally, we must prepare Soldiers for the next challenge. Our professional military education framework is designed to prepare NCO's to effectively operate in a security environment characterized by growing complexity, ill-structured problems, and decentralized operations.

NCO Leader Development - EPME

Three linked/synchronized domains.



The graphic above will help you understand how the Army approaches leader development. This chart outlines the lifespan of the typical Army NCO career; displaying ranks achieved, schools attended, and institutional training/educational outcomes required. The orange areas of the diagram are of great importance in this depiction of the NCOs development continuum because they represent the Soldiers' working experiences. While the educational opportunities associated with a career are easily mapped, the experience gained over time is more variable, depending on decisions made along the timeline. The educational opportunities displayed as green boxes appear as discrete blocks, but in reality they represent a continuum of

education that is part of an overall developmental process. Each block must build on the education and experience that preceded it. Each discrete course also must take into account the experience and education that will follow. In order to gain a deeper appreciation of the content and scope of tasks/competencies offered at each level, allow me to briefly describe the progression of each course along the EPME continuum.

EPME is designed to build on Soldiers' combat experience and focus on skills such as analytical thinking in operational situations. The goal is to develop broadly-skilled noncommissioned officers who are critical thinkers, resource managers and creative leaders. In a sharp change from previous training programs that typically required 14 months of resident schooling over a 20 to 30 year career, the new regimen is continuous and includes a range of resident and distance-learning courses. It starts when a Soldier completes initial entry training and participates in a Web-based Structured Self-Development program; it continues with an iterative construct of EPME courses that progressively builds upon education, experience and training. Structured Self Development is a new program that will begin this year and includes blocks of web-based instruction throughout a Soldier's career.

The first block in a NCO's career is the Warrior Leader Course (WLC). The course will prepare Soldiers to serve as team leaders and squad leaders and will focus on leadership competencies and creative thinking skills. It will continue to be a requirement for promotion to staff sergeant. Students typically will have two to four years of service, and will be in the ranks of private first class through sergeant. The revision shrinks emphasis on battle drills and other tactical exercises and puts greater emphasis on topics designed to build leadership skills and self-confidence. Learning objectives are expected to focus on development of a cohesive team, ethical decision-making, squad-level maintenance, training and leading a squad, casualty

evacuation, and squad tactical operations. In 2008, TRADOC began to train this course by means of a Mobile Training Team (MTT) at locations which did not have a resident WLC course but had a high number of Soldiers requiring this foundational leadership course who often received this course in a Temporary Duty Status (away from their assigned location. Since this initiative began, 1,739 Soldiers received this foundational leadership course via MTT.

Building on that foundation, Soldiers at the sergeant to staff sergeant (E5-E6) levels will attend the Advance Leaders Course (ALC) which is designed to provide the tools necessary to lead at the next level of responsibility the platoon-level. Soldiers will typically have six to eight years of service. The common core phase, was previously delivered by video teleconferencing or resident instruction, but is now mainly facilitated via Web-based instruction with an instructor assigned to a student population. Nearly 14,000 active-component Soldiers are currently taking the Web-based course during the fiscal year that started October 2009. Another 17,000 Soldiers from the National Guard and Army Reserve will be brought under the system in FY 2011-12. We revised the previous Basic NCO Course (BNCOC), the focus of the new course shifted one level up the leadership chain, and include instruction on platoon and squad-level operations. As the Advanced Leaders Course, it will continue to have a specialty phase delivered by military occupational specialty proponents and branch service schools. The length of the specialty phase will vary between branches, but will not exceed eight weeks. In support of current combat operations, the Army identified 20 Military Occupational Specialties (MOS) which have an increased deployment rate resulting in a significant number of NCO's who have been unable to attend their resident ALC course. In accordance with General Casey's guidance to pursue increased Home Station training venues, TRADOC, in concert with FORSCOM, developed and launched ALC MTTs. Since the inception of this program in 2004, 455 courses have been

conducted, training 13,351 NCOs at home station, ultimately keeping the NCO with their families.

Soldiers at the sergeant first class (E-7) level, with roughly 12 to 14 years of service will attend the Senior Leaders Course (SLC). The focus of learning at this level will be on platoon and company level operations. Some of the common core elements of the course will address dealing with family violence and conflict management, ethics and solving complex problems, developing subordinate leaders, Soldier rights, managing company training, mortuary affairs, preventive medicine and casualty evacuation. Students typically are sergeants first class and promotable staff sergeants. The SLC will remain a specialty-specific learning course of up to eight weeks that is required for promotion to master sergeant.

Some of the most significant changes to NCO PME have taken place at the Sergeants Major Academy. The Sergeants Major Course was overhauled and upgraded to include topics that field-grade officers study at the Command and General Staff College. The resident and nonresident Sergeants Major Courses will have similar content to the Intermediate Level Education courses attended by captains and majors, but will be designed to prepare our most senior NCOs to serve primarily at the Battalion and Brigade levels. The goal of redesign is not to make senior noncommissioned officers more like officers, but to have them play a greater role in the process of planning and executing operations. To that end, the current course of instruction includes several modules devoted to issues taught at CGSC. Moreover, the Academy no longer administers objective tests with multiple choice answers; rather, it will require use of the progressive and sequential training, education and experience Soldiers have gained, to develop comprehensive solutions that are doctrinally accurate.

Realizing that today's operating environment requires Soldiers to not only function, but partner with our Joint, Interagency, Intergovernmental, and Multinational (JIIM) teammates, I would be remiss if I did not discuss the joint aspect of Army EPME. Soldiers are exposed to joint education throughout the continuum of professional development starting with an introductory block of instruction at the beginning of their service. In addition to the self-development and resident instruction at the senior and Executive levels, Soldiers receive assignment-oriented training prior to assignment to joint positions at the sergeant through sergeant major levels.

In short, EPME has transformed considerably in order to provide NCOs the flexibility to attend and complete PME at more beneficial times and locations by leveraging advanced technologies, distance learning, mobile training and structured self development programs. Use of web-based applications, curricula changes, and increased use of innovative technologies and learning concepts have facilitated shorter resident courses affording more NCOs the opportunity to attend EPME. TRADOC NCO Academies teaching courses longer than eight weeks in length that are not suitable for delivery via a MTT, are also using a six-day work week.

Effective change and adaptation can only occur through deliberate and periodic assessment and evaluation. We must continuously review our NCO professional military education to ensure it remains relevant to our force and national needs. The strategic environment is growing more complex, increasing the educational requirements necessary for innovative and dynamic leader development. Our implementation of recommendations stems from a long series of introspective examinations of leader development requirements and gap analysis, the Army Training and Leader Development Panels from 2000-2004, and the current

Army Training and Leader Development Program. These functions and programs are indicative of how valuable professional military education is to Army leader development.

This brings me to my third point of discussion which is assessment and evaluation of PME system performance. Guidance contained in Training and Doctrine Command Regulations specify the means by which the Army evaluates its professional military education system performance. Comprehensive in nature, these documents are also under revision to align with current operational requirements. Among the processes and indicators used to measure performance of EPME is the Army Quality Assurance Program for training and education, established in 2002. Its purpose is to ensure the effectiveness and efficiency of institutional training and education. In addition to this institutionalized program for evaluation, I would also like to highlight three additional assessment tools to assist INCOPD in evaluating current capabilities against future requirements.

First, the Army is conducting an assessment of CONUS based Warrior Leader Course NCO Academies to improve resource management and improve facilities. The goal of this assessment is to provide recommendations to Headquarters, Department of the Army to achieve economies of scale, align school missions to the right organization, ensure consistent standards, and improve resource management using three specific criteria, training requirement, facilities, resources, and command and control. Ultimately, these recommendations will be provided to Army leadership upon completion of the review.

Second, INCOPD is currently conducting a two-phase needs analysis to identify the gap between current NCOES learning practices and evidence-based best practices. The objective of Phase One (completed in November 2009) was to determine if powerful, evidence-based

learning practices were being used in NCO courses. For this reason, we collected and evaluated samples of courseware and administered an electronic survey to our TRADOC NCO Academies and Schools. Phase Two was designed to identify root causes that prevent us from using evidence-based learning practices in NCO courses. To effectively conduct this gap analysis, INCOPD visited a sample of eight NCO Academies to observe instruction and interview trainers and training managers. From the needs analysis data we will be developing recommendations for improving the quality of NCOES.

Third, we've employed external evaluation resources to assess and evaluate the feasibility of establishing Army multi-component NCO academies throughout the contiguous US and overseas. The intent behind chartering this study is threefold: (1) examine the feasibility, benefits, limitations, and cost-effectiveness of creating multi-component Non-Commissioned Officer Academies (NCOAs) throughout the Army to conduct the Warrior Leader Course (WLC); (2) provide recommendations on the best method to develop and assess options for implementing a multi-component organizational structure to align to WLC student loads; and (3) assess the implications for NCOES more broadly.

Continuous assessment internal and external to the organization, analysis of best practices and development and refinement of deliberate and comprehensive policy framework renders the development of key initiatives to further shape and enhance the PME. Recommended changes to professional military education begin with this command. The Army Leader Development Strategy provides further rigor to this process by providing the strategic vision that will inform implementation plans and drive professional military education initiatives for Army level consideration. While I could write volumes about the initiatives we have ongoing in the EPME, I

would like to highlight several that underscore the Army's forwarding-leaning posture with regard to leader development.

The One Army School System is one such initiative designed to enhance the Institutional Army's support of the Army Force Generation (ARFORGEN) model. The current initiative at Fort Carson, CO will lead to a multi-component NCO Academy Table of Allowances and changes to WLC regionalization and distribution policies, which will accomplish the following:

- Streamline WLC student throughput.
- Gain training efficiencies in the planning and conduct of WLC throughout the Army.
- Achieve standardization of NCO Academy force structure throughout the Army.

Upon full implementation, the One Army School System will provide increased training and education by leveraging the available resources of all three Army Components and establish multi-component facilities to train future warriors.

Creating academic opportunities to reinforce training and provide theoretical structure are central to developing an environment where life-long learning is valued. The Army's College of the American Soldier is another initiative that supports this concept. This program is an enduring training and education initiative between Army trainers and civilian educators focused on expanding existing civilian education support for our Soldiers and leaders; an optimum balance of training and education that accelerates the development of adaptive, broadly-skilled NCO leaders for 21st Century challenges. Continued civilian education helps develop confident, broadly-skilled, and adaptive leaders with enhanced competencies and improved capabilities earlier in their career. The flexibility of the program also encourages a lifelong

learning strategy because there is no time limit for completion; a critical element for an Army at war. In support of the College of the American Soldier, INCOPD has entered into a collaborative relationship with the American Council on Education to improve access to academic credit for PME courses and examinations taken outside traditional degree programs.

Earlier in this testimony, I discussed briefly the Structured Self Development Program (SSDP) initiative. Self Development is a key area and one of three domains of training and leader development. Structured Self Development (SSD) is planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self awareness, and situational awareness. It complements institutional and operational learning, enhances professional competence, and meets personal objectives. The self development domain has three components: structured, guided and personal development. As an enabler to lifelong learning, SSD and Guided Self Development (GSD) bridge the gap between the institutional and operational domains in support of NCOES transformation. Enabling a train-ahead approach, the SSD consists of five levels of mandatory development spread across a Soldier's career. It will be supported by a robust evaluation and feedback process that includes self-assessment tools, the increased use of advanced technology like the Army Career Tracker, a secure test environment, achievable requirements, and policies that set the conditions for continuous growth. When fully implemented, SSD and GSD will improve Army readiness by integrating self-development into a lifelong learning approach. Lifelong learning is important to the entire Army, and for NCOs it is critical to foster an environment of continuous learning, since the challenges that face our NCOs are continuous.

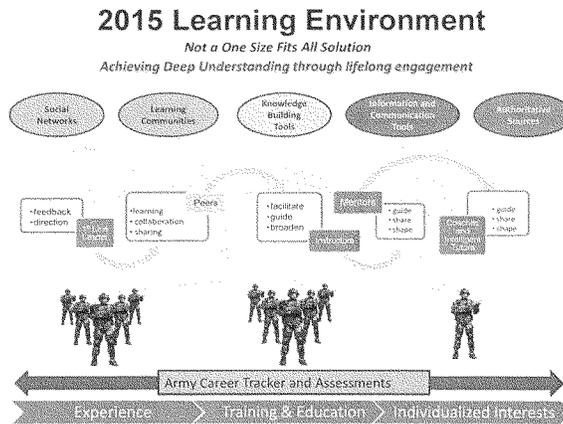
Finally, I'd like to share with you a concept that synchronizes EPME and promotion cycles. Prior to the latest series of conflicts, promotions were directly linked to completion of a

requisite course of PME. But, due to the tremendous increase in deployments and training necessary to support them, these linkages were lost. Reinstating these linkages will provide the operational Army with NCO leaders trained and educated for the level of responsibility they are expected to perform in a deployed environment, as well as at home station. These four initiatives as well as a multitude of many other enablers all serve to enhance the Army's EPME efforts and reinforce the value of developing the whole Soldier.

The fourth theme of this testimony causes me to look ahead at the future of NCOES. We must ask ourselves, what will the Army of the 21st Century look like and what will be required of our men and women in uniform? General George Casey, Chief of Staff of the Army, states that "In the years ahead, the United States will confront complex, dynamic and unanticipated challenges to our national security and to the collective security of our friends and allies. These challenges will occur in many forms and will be waged across the spectrum of conflict – ranging from peaceful competition to general war and at all points in between." The Army envisions an education system that anticipates the future, and is structured to develop and deliver leaders capable of operating at the tactical, operational and strategic level upon assignment. We consider NCOs as the "backbone" of the Army; they spend most of their time in tactical units. The system that supplies their education must occur throughout their career if it is in fact going to prepare them for future assignments.

To really understand what we will look like, we must continuously examine our past. Admiral Stansfield Turner stated: "Studying historical examples should enable us to view current issues and trends through a broader perspective of the basic elements of strategy. Approaching today's problems through a study of the past is one way to ensure we do not become trapped within the limits of our own experience." The Army's EPME values

fundamentals of our history, and is committed to ensuring those principles and elements of education are continuously woven into how we think about the future. Equally important is an understanding of the dynamics of learning trends and how that will shape the learning environment of 2015. To that end, TRADOC is championing the Army Learning Concept for 2015. General Dempsey believes that in order to increase rigor, maintain relevancy, and prevail in the competitive learning environment, we have to change. Our current models have not kept pace with the rapid pace of change, the demands of Soldiers rotating in and out of the fight and a continuous influx of Soldiers with significant “digital literacy.” We all recognize the challenge and are working to adapt our learning models. We’re changing our assumptions to look at the problem differently, because we know we can’t afford to come up with the same solutions. Our solutions must consider emerging technologies and how Soldier’s employ these technologies in their daily lives. TRADOC is reaching out to experts inside and outside the military to help in this effort.



The graphic above illustrates concepts that are being developed to compliment the concepts and principles outlined in the Army Learning Concept for 2015, the Army Capstone Concept, the Army Training Concept and the Army Leader Development Strategy. The core foundation of EPME, the ongoing NCO cohort initiatives and the policy framework support the desired outcome of continuous, sequential and progressive training, education and experience that serve as the three pillars for effective leader development.

Our assessment of Army EPME is that it is healthy and achieving its objectives. We have a well developed organization with solid assessment and evaluation resources to ensure growth. Army leadership has underscored the value of Leader Development and has made it priority number one. Recognizing the need to adapt, the NCOES has transformed from a singularly focused and somewhat disparate program into a holistic and progressive system of sequential career-long learning. We recognize, however, that the program is not without challenges. As we seek to achieve the balance that General Casey has spent the last four years working to attain, we face the same challenges as Officer PME in terms of decreased availability of NCOs to attend PME. Backlogs of PME have been mitigated by the use of mobile training teams, shorter courses, and web based tools. This was necessary to address the long-term challenge of balancing quality of life, Army Force Generation (ARFORGEN) schedules, and professional development requirements. We recognize that not everyone is getting the PME courses in a timely manner due to capacity challenges and current wartime demands. One measure of note is to align PME with the ARFORGEN model to more closely match PME throughput with deploying unit cycles. Though the current environment and recent operations have put greater demands on Soldiers and leaders to execute FSO in complex and uncertain environments, the real challenge for us remains the preparation of Soldiers and leaders who are

not only technically and tactically proficient, but who can think critically, make sound decisions, interact across cultures, and adapt as situations evolve. In order to accomplish this, we must continue to remain not only adaptive and responsive to operational changes, but produce leaders equipped with the right skills capable of predicting and responding to this ever changing environment. Our mission is to continue to transform to meet this changing environment, not grow complacent and await the next challenge.

In closing and on behalf of General Marty Dempsey, I would like to extend an invitation to each of you or your staff members to visit the Sergeants Major Academy or any of our professional military schools and centers of excellence across the Training and Doctrine Command. We believe this will lend more context and understanding of the direction our Army is headed with professional military education.

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COMMITTEE

STATEMENT OF
MR. SCOTT LUTTERLOH
DIRECTOR, TRAINING AND EDUCATION DIVISION
BEFORE THE
SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS
OF THE
HOUSE ARMED SERVICES COMMITTEE
ON
NAVY ENLISTED PROFESSIONAL MILITARY EDUCATION
JULY 28, 2010

NOT FOR PUBLICATION
UNTIL RELEASED BY THE
HOUSE ARMED SERVICES COMMITTEE

INTRODUCTION

Chairman Snyder, Representative Wittman, and distinguished members of the Oversight and Investigations Subcommittee, I am honored to have the opportunity to appear before you to discuss the U.S. Navy's approach to Enlisted Professional Military Education (EPME).

The Navy enlisted force numbers over 273,000 active and over 50,000 reserve Sailors. These Sailors serve in 72 ratings or career fields to man ships, squadrons and shore stations around the world. They are the foundation of the Navy as they operate and maintain the systems that allow the Navy to complete a wide spectrum of missions. The demands on their skills and dedication are high. We rely on them not only to support rotational deployments that enable the Navy's global presence, but also to maintain their proficiency through training exercises and to meet emergent requirements that support Combatant Commanders and joint warfighters. The latter is highlighted by the fact that more than 8,600 enlisted Sailors are currently on the ground in an Individual Augmentation role supporting Navy, joint force, and coalition operations.

Each enlisted rating has its unique professional requirements and operational rhythm in terms of time spent in assignments at sea or ashore. However, our priorities for all Sailors are clear, centered on their growth and development, and focused on mastery of their ratings, warfare qualification, and progressive development of leadership skills. EPME provides career-long educational opportunities which complement these priorities by developing adaptive maritime leaders ready to meet the demands of dynamic, fast-paced, multi-mission environments.

NAVY EPME and LEADERSHIP

Navy has long invested in enlisted professional development through extensive initial and advanced skills training, and a formal leadership development program. In 2008, Navy enhanced enlisted professional development opportunities through implementation of a complete

continuum of EPME that spans a career from E-1 through E-9. This continuum contains progressive Navy PME designed to develop professionalism, naval warfighting through military studies, and a deeper understanding of national and global security through a maritime lens and Joint PME requirements as established by the Chairman, Joint Chiefs of Staff. The Navy's continuum includes four Navy PME courses under the purview of the Naval War College that combine with other developmental opportunities to prepare skilled enlisted professionals who are versed in the essentials of naval capabilities and power, and the fundamentals of joint warfare.

Introductory (E-1 through E-4), Basic (E-5 and E-6), and Primary (E-7 through E-9) level NPME are available to Sailors through the Navy Knowledge Online (NKO) portal. This provides learners with a 24/7 worldwide NPME experience to increase professional knowledge and the understanding of the art of naval science and joint operations. Senior level NPME (E-7 through E-9) is accomplished through a six week-long resident course as well as a non-resident course that blends several months of on-line course work with two weeks in residence. At the executive level, E9s serving in or being assigned to joint or combined headquarters or task forces in component, operational and strategic level leadership positions may attend the Chairman, Joint Chiefs of Staff Keystone course.

NPME complements the Navy's Enlisted Leadership Development Program that provides targeted leadership training for individual Sailors at pivotal career points. Successive and progressive leadership training is conducted as unit training using standardized content. Members selected for the grades of E-4, E-5, E-6, and E-7 must complete the appropriate leadership course prior to advancement to the grade for which selected. For senior enlisted leaders, leadership development and EPME merge at the Senior Enlisted Academy which is a prerequisite for the Command Master Chief and Chief of the Boat Leadership Course.

CHALLENGES

Over the last decade, Navy end strength has decreased while our operational demands have grown; and, even when combat forces draw down in Iraq and Afghanistan, the Navy's high operating tempo will continue for the foreseeable future. Navy enabling forces will remain in CENTCOM to provide protection; intelligence, surveillance and reconnaissance (ISR); and logistics support to our troops and partner forces in the region. Additionally, we will continue to maintain a forward-deployed presence of about 100 ships around the world to prevent conflict, increase interoperability with our allies, enhance the maritime security and capacity of our traditional and emerging partners, and respond to crises.

We implemented our EPME continuum in the midst of this high global demand for Navy forces and cognizant of the connectivity challenges associated with deploying forces. We are highly sensitive to the demands on our Sailor's time and to competing requirements for scarce resources to enable enhanced connectivity. Accordingly, the Navy has chosen to delegate decisions on timing of NPME course completion to our Sailors, their enlisted leadership, and unit commanders who are best positioned to evaluate availability of time and connectivity.

SUCSESSES

The Navy successfully develops highly regarded enlisted leaders who serve in key assignments throughout the Department of Defense. While the Navy rapidly implemented its EPME continuum, the continuum is largely in its infancy. Fielding of our NPME courses included our plan for review, update and revision at 36 month intervals. Our Primary level program was introduced in 2006 and updated in 2009. The Introductory and Basic levels were made available in 2008 and revision is underway for projected release in 2011.

We expect that application of incremental EPME across a career will ultimately result in senior enlisted leaders who are not only technical experts in their fields and effective deck plate leaders, who also have a much greater perspective on the Navy and Joint Force, and have

developed the habits of mind to critically analyze complex situations and achieve better solutions. Today, our Sailors are gaining a common understanding of the Navy, an appreciation for joint operations and the opportunity to see how their efforts fit into the entire scope of national security.

The use of NKO to deliver NPME courses has been advantageous. It has allowed us to provide unlimited access to education that enlisted Sailors had not had before. Electronic delivery is cost effective and convenient to today's internet-savvy Sailor, and has enabled quick course revision to address topical concerns and areas of interest.

CONCLUSION

Our Sailors are performing brilliantly, providing incredible service in the maritime, land, air, space, and cyberspace domains around the world today. EPME is producing better educated and more informed senior enlisted leaders and junior Sailors. We appreciate the flexibility provided by the Chairman of the Joint Chief of Staff to allow us to manage the content, quality and conduct of our EPME program. We are confident we have provided a balanced approach to Sailor development that allows our skilled and innovative Sailors to turn ships, aircraft and technologies into capabilities that can prevent conflict and win wars while enabling an appropriate life-work balance in the face of many demands.

On behalf of the CNO, Admiral Roughead, thank you for your continuing support for the professional development of the force.

DEPARTMENT OF THE AIR FORCE
PRESENTATION TO THE COMMITTEE ON ARMED SERVICES
SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS
UNITED STATES HOUSE OF REPRESENTATIVES

SUBJECT: ENLISTED PROFESSIONAL MILITARY EDUCATION

STATEMENT OF: MR. DANIEL R. SITTERLY
DIRECTOR OF FORCE DEVELOPMENT

JULY 28, 2010

NOT FOR PUBLICATION UNTIL RELEASED BY
THE COMMITTEE ON ARMED SERVICES UNITED
STATES HOUSE OF REPRESENTATIVES

Introduction

Thank you Mr. Chairman and members of the Oversight and Investigations Subcommittee for the chance to appear before you today to highlight the Air Force's system of Enlisted Professional Military Education (EPME). Our EPME system is successfully preparing our enlisted Airmen at the tactical, operational, and strategic level for leadership positions within the national security environment. Developing and educating our Airmen is a top priority for the United States Air Force. Our Air University, Thomas N. Barnes Center for Enlisted Education is expanding the leadership ability of enlisted members and strengthening their commitment to the profession of arms by integrating sound leadership, communication skills, and military studies principles and concepts through the curricula.

Mission

In providing relevant and responsive military education at the appropriate time in an enlisted Airman's career, EPME prepares Airmen to lead and fight in air, space and cyberspace. Through integration of institutional competencies and Chairman of the Joint Chiefs of Staff (CJCS)-directed EPME requirements across the continuum of an enlisted member's career, Air Force EPME is a requirements driven process that ensures the strong link between capabilities and mission needs. EPME strengthens the abilities and skills of our Airmen to lead as tactical, operational, and ultimately strategic thinkers, planners, and warfighters.

Policy

The policy framework and authorities that form the basis of the Air Force's system of EPME are driven by CJCS guidance, contained in CJCSI 1805.01A, *Enlisted Professional Military Education Policy (EPMEP)*. This instruction outlines policies, procedures, objectives, and responsibilities for EPME to include joint programs. The overarching goal is to educate and train the right Airman, for the right task, at the right time. Additionally, doctrine remains the

foundation for EPME. Specifically, Air Force Doctrine Document 1-1, *Leadership and Force Development* addresses leadership and force development principles, and experience-based tenets rooted in all levels of the Air Force. Building upon this foundation is Air Force Policy Directive 36-26, *Total Force Development*, which defines the institutional competencies central to developing the Total Force through the tactical, operational, and strategic levels of leadership. Finally, Air Force Instruction 36-2301, *Professional Military Education*, details the management of educational opportunities for Airmen.

Air Force Enlisted PME Programs

Deliberate enlisted force development is central to the Continuum of Learning (CoL) that spans an enlisted Airman's career. Further, as a subset of the CoL, the Continuum of Education (CoE) establishes the foundation for all enlisted education program development. Complementing training and experience, education prepares professional warfighting Airmen to perform in progressively more demanding supervisor, manager, and leader positions in dynamic operational environments.

With a combined production of more than 29,000 students per year, Air Force resident EPME consists of four levels: Airmen Leadership School (ALS), the Noncommissioned Officer Academy (NCOA), the Senior Noncommissioned Officer Academy (SNCOA) and the CMSgt Leadership Course (CLC). The CLC was established in 2004 in response to an emerging Air Force need to better prepare newly promoted CMSgts with operational and strategic leadership. The CLC is an 8-day executive level course--a capstone event within the CoL that spans an enlisted Airman's career, and is required within 1-year of promotion to CMSgt. In addition to resident EPME, over 26,000 students annually complete ALS, NCOA, or SNCOA via distance learning courses. Currently, ALS and NCOA distance learning are paper-based programs and available only to the Air National Guard and Air Force Reserve members. The SNCOA distance

learning has been updated to a web-based course, and is available to the Total Force. Ultimately, on average 55,000 students, nearly 15 percent of the total enlisted force, complete EPME programs annually.

To increase our interoperability to meet mission challenges in joint and coalition environments, 85 of our Airmen attend a sister service SNCOA equivalent course each year. Additionally, for the first time, a SNCO is attending a coalition course for SNCOA PME credit. Furthermore, over 5,700 enlisted Airmen completed the Senior Enlisted Joint PME course since 2005; an additional 1,236 are currently enrolled.

Student Selection

The enlisted institutional developmental continuum identifies the EPME opportunities available throughout an enlisted Airman's career. The EPME continuum is tied to enlisted promotions timelines, Air Force Institutional Competencies, and deliberate development outlined in AFI 36-2618, *The Enlisted Force Structure*. Selection of active duty members for resident EPME is based on grade (seniority based on time in grade, time in service), promotion line number, priority, eligibility, and availability. Timing for ALS and CLC is tied to promotion to SSgt and CMSgt respectively. Airmen who cannot complete required EPME before promotion due to circumstances beyond their control (for example, remote tours, deployments, medical issues, personal hardship, Exceptional Family Member Program, etc.) may be promoted with waivers provided they attend EPME (in the next higher grade) as soon as possible.

Faculty

Selection of faculty and senior staff are key to successful implementation of EPME. Based on the school's unique mission needs, having the right faculty mix ensures the appropriate level of academic rigor and diversity. Faculty selection is based on recognized academic and operational expertise. All Air Force military faculty members are selected within the framework of the Air Force assignment system. Air University works closely with the Air Force Personnel Center or the Chiefs Group, in the Air Staff A1 Directorate to ensure highly qualified faculty members are assigned to meet the mission requirements of its schools. Each school identifies to the Air Force Personnel Center the requirements for its military faculty, working closely to ensure members being considered for faculty duty meet minimum requirements. Although military faculty manning is an ongoing challenge at all levels of EPME, we meet mission requirements by maintaining the ability to adjust student/faculty ratios.

Employing Change

The EPME curricula exceed Air Force goals for currency and relevance through a number of guiding apparatus. Curricula incorporate current doctrine to ensure students are exposed to the very latest in terms of Air Force and Joint 'Lessons Learned.' Further, the Air Force Learning Committee (AFLC), chaired by the Director, Force Development, is the gate-keeping body that validates functional requirements for EPME curricula. The AFLC, comprised of Air Staff functional experts, Major Command and Air University representatives, balances requested topics with senior leader priorities to determine which should be included in EPME programs and at what level. In addition to Air Force-specific inputs, the EPMEP and accompanying Joint Special Areas of Emphasis identify relevant topics of immediate interest to the Joint Staff to be added as appropriate and directed.

Besides doctrine and Joint policy, school curricula are also influenced by faculty subject-

matter experts across Air University and student suggestions. This feedback, shaped by current operational experiences, enhances student learning through case studies, lessons learned, and informed insights into the challenges and opportunities faced by the United States, and in particular, its military forces. Students and subject matter experts keep the curricula current, relevant, and specific to the needs of today's military professionals.

Furthermore, to ensure EPME is aligned with our priorities and force development strategies, the Air Force conducts an EPME Triennial Review. This review ensures maintenance of relevant curricula that meets applicable joint and Air Force force development guidance and policy, with appropriate educational technologies and resources to meet future mission challenges in joint and coalition environments. Overseen by senior enlisted leadership and subject matter experts, findings and recommendations identified in this process are used to employ change within the curricula. In our most recent review, the panel validated that Air Force EPME programs are delivering the required education with the right breadth and depth to enlisted Airmen at the appropriate career points. We also identified several areas for curricula improvement.

As such, this year we are revising all 4 resident and 3 distance learning EPME courses to incorporate recent revisions of the Air Force Institutional Competencies List, AFIs 36-2618 and 36-2301, and the EPMEP. The curricula revisions will also incorporate changes identified through the AFLC process. For example, incorporation of nuclear, space/cyberspace, cross-cultural competence, total force integration, irregular warfare, Air Expeditionary Force tempo bands, social and media, and resource management are being revised or integrated into the EPME curricula.

Conclusion

The role of the Air Force enlisted Airmen is constantly changing, leading to increased levels of supervisory, managerial, and strategic leadership responsibilities, requiring increased critical thinking and problem solving skills. Meeting this requirement demands a more strategic-minded

warrior Airman, with the total force, joint, coalition, and global perspective, able to effectively operate in dynamic and uncertain environments. Developing this Airman demands constant attention to a relevant and responsive continuum of learning necessary to inspire and develop enlisted leaders with the moral framework of integrity, service and excellence. Rising to the education challenge, Air Force EPME prepares Airmen to lead and fight in air, space and cyberspace by constantly evolving to balance the role of the enlisted force, the needs of the Air and Joint Forces, and the global operating environment.

**WITNESS RESPONSES TO QUESTIONS ASKED DURING
THE HEARING**

JULY 28, 2010

RESPONSE TO QUESTION SUBMITTED BY DR. SNYDER

Mr. LUTTERLOH. The Senior Enlisted Academy is under the purview of and co-located with the Naval War College. The Senior Enlisted Academy currently has active duty military faculty. The Naval War College provides additional faculty support as required. Accordingly, the need for Title 10 hiring flexibility for classes less than ten months in length, such as those at the Senior Enlisted Academy, is not currently an issue for Navy. However, we do support such flexibility to employ civilian faculty members as future needs arise. [See page 27.]

QUESTIONS SUBMITTED BY MEMBERS POST HEARING

JULY 28, 2010

QUESTIONS SUBMITTED BY DR. SNYDER

Dr. SNYDER. When we studied Officer PME, we discovered a pretty big disconnect between the personnel systems and the PME systems. Specifically, we addressed who gets selected to attend and when, what course they go to, and where they go afterward as far as putting the education to good use. Does the enlisted PME system have similar challenges?

Colonel MINICK. The construct of EPME is different than that for OPME in that the EPME courses are temporary additional duty (TAD) whereas the OPME courses are permanent change of station (PCS) courses. This is possible due to the shorter duration of the EPME courses. This permits more flexibility in scheduling Marines to attend courses. The more frequent shorter duration also mean a higher percentage of enlisted Marines are afforded resident EPME seats. Also, quotas for the EPME courses are distributed to the operating forces where unit commanders make the selections rather than the board selection process administered by Manpower and Reserve Affairs for OPME. Therefore, we do not face the challenges faced on the OPME side concerning selection, attendance, and post-PME utilization.

Dr. SNYDER. Virtually all the officer PME education venues offer a master's degree along with PME. Other than the Community College of the Air Force and the College of the American Soldier programs, does your Service's enlisted PME system provide for degrees or accredited college hours to apply to a degree? How important (or is it required) for enlisted members to have an Associate's Degree, Bachelor's Degree, or Master's Degree at some point in their career for promotion?

Colonel MINICK. It is not required for an enlisted Marine to have a degree for promotion. It should also be pointed out, that while some resident OPME schools are accredited and do grant degrees, those degrees are not required for promotion and Marine OPME distance education programs are not accredited to grant degrees. Although our EPME schools are not accredited to grant degrees, our courses have been validated by the American Council on Education (ACE) and graduates can receive transcripts through the Sailor/Marine American Council on Education Registry (SMART). Students may use these credit hours to apply for degrees at accredited colleges. It is not feasible to grant enlisted Marines a degree based solely on PME curricula due to the relative short duration of EPME courses. However, there are educational programs outside of the purview of EPME, such as the SNCO Degree Completion Program that allow enlisted Marines to earn bachelor's degrees in specific fields. Much like similar officer advanced degree programs, these programs are not considered PME. The Marine Corps is also currently studying the benefits of a program similar to the officer Advanced Degree Program (ADP) where senior enlisted Marines who already have a bachelor's degree could obtain master's degrees in certain fields.

Dr. SNYDER. How is the Reserve Component (RC) included in your enlisted PME program? Do reservists and Guardsmen have the opportunity to attend or take the PME they require for promotion? How has the transition from a strategic to an operational reserve (with increased deployments and length of deployments) affected RC opportunities to complete EPME?

Colonel MINICK. The Reserve Component has separate two-week long resident Sergeants, Career (Staff Sgt) and Advanced (Gunnery Sergeant) Courses conducted at the Staff NCO Academy in Quantico. Each summer, one Advanced, one Career, and two Sergeants Courses are conducted. The opportunity does exist for Reservists to attend these courses. Since 2005, the number of Reserve students has increased by 61 percent. Marine Forces Reserves reports that the transition from Strategic to Operational has created a significant gap with their senior enlisted leaders. Because of this, they believe they now have a backlog of enlisted leaders who need to complete PME and be eligible for selection to the next higher grade. Enlisted PME will be meeting with the Marine Forces Reserve G-3 to discuss increasing courses of action to increase both the number of courses and locations for resident Reserve Courses.

Dr. SNYDER. There is quite a disparity between the length of time an officer spends in a career on education and the time an enlisted person spends on education. Can you explain this disparity? Do the Services need to invest more time

and money in NCO education? Why or why not? Where would you focus any increases?

Colonel MINICK. While there is a disparity between the amount of time that an enlisted Marine spends at PME schools compared to what officers, OPME courses are episodic whereas EPME courses are continual during a career. We believe the duration is appropriate due to the increased frequency of our courses and the additional time our enlisted Marines spend in MOS specific curriculum. The amount of MOS curriculum varies by occupational field.

The Marine Corps is continually investing more time and money in NCO education. The President of Marine Corps University has made EPME his number one priority; all resident and non-resident EPME courses are undergoing major changes to construct and curricula. In the past five years, the staff of the Enlisted PME has increased from just three Marines to nearly 40 Marines and civilians, and we have improved the content while simultaneously adding to expanding the EPME continuum on both directions—in the form of a command-sponsored Corporals Course and a Senior Enlisted PME Course for master sergeants, first sergeants, sergeants major and master gunnery sergeants. The non-resident courses are becoming more robust as well with the College of Distance Education and Training taking on the task of distance learning. The biggest change will be the creation of a seminar Career Course—similar to the officer non-resident PME courses. The EPME budget has increased from just \$10,500 in 2005 to more than \$2.67 million in FY 2011.

Dr. SNYDER. In exploring the most effective organizational structures we observed that two of you (Navy and Army) have NCO leaders of their NCO schools and two of you have colonels as leaders (Marine Corps and Air Force). Can each of you address why your school systems are organized the way they are and if they/you get enough support from your higher headquarters. For instance, the Navy (Naval War College), Air Force (Air University), and Marine Corps (Marine Corps University) schools are subordinated to your officer universities or colleges? [Note: Army enlisted education is directed by the Institute at Training and Doctrine Command rather than Army War College or Command and General Staff School.]

- a. How should PME commanders, commandants, and presidents be chosen? What are the plusses and minuses of having enlisted leadership at the enlisted schools? Officer leadership?

Colonel MINICK. Although the director of the overall EPME program is a colonel, the Academies are indeed run by senior SNCOs, usually a sergeant major. Rather than being subordinate to the officer colleges, the EPME directorate has equal standing to the directors of the officer PME schools (Expeditionary Warfare School, Command and Staff College, the Marine Corps War College, and the School of Advanced Warfighting) within the Marine Corps University. We view the Marine Corps model as the best of both worlds with enlisted leadership at the Academies and an officer at EPME. Rather than segregating officer and enlisted PME, we are working on integrating and melding the two to ensure the two groups have commonalities and feedback from the two groups. Doing so prevents “groupthink” and allows for new ideas and collaboration.

Dr. SNYDER. Would you be in favor of a Goldwater-Nichols Reform for Enlisted personnel management and PME? Given that calls for jointness and “whole of government approaches” from Congress and the Executive Branch have been increasing, how extensively should the EPME system be more consciously shifting its sights to the joint, interagency, and multinational realms?

- a. Is joint, interagency, and multinational integration curriculum being extended down to the enlisted ranks, in a conscious and programmed way, given that they find themselves increasingly in that environment whether that is in engagement, combat, or reconstruction and stabilization operations?

Colonel MINICK. EPME curriculum currently has the right mix of joint, interagency, and multinational instruction (JIM). As with OPME, the amount of PME (and jointness in particular) should increase as Marines increase in rank. The EPME processes are coming more in line with the OPME processes and there are appropriate Joint Learning Areas (JLAs) in the Enlisted Professional Military Education Policy (EPMEP). The EPMEP rightfully recognizes that lower levels of PME should focus on service specific education. Each service has unique PME requirements for junior service members. The EPMEP and the associated councils ensure that EPME curricula maintains appropriate levels of jointness.

Dr. SNYDER. Does diversity matter in the assignment of faculty and staff within EPME? How can EPME institutions increase the diversity of their leadership and faculty?

Colonel MINICK. Diversity does matter in the assignment of faculty and staff within EPME. The faculty and staff should mirror the enlisted population as a whole,

and not just by race and gender. When we recruit for positions within the academies, we also want diversity in military occupational specialties to ensure that we are not too ground or too aviation heavy. Further, the criteria we have identified as the most desirable traits for our faculty include operational experience, education, previous teaching or curriculum development experience, and superior performance. While we do not formally track race and gender; however, we work with Manpower Enlisted Assignments to recruit potential faculty advisors, as needed, to attain an equitable mix of races, gender, B Billet, operational and MOS diversity at all academies.

Dr. SNYDER. How much of your EPME curriculum is focused on critical thinking, communication, and resource management? Should emphasis in any or all of these areas be increased? At what levels?

Colonel MINICK. Critical thinking and communication and resource management are woven throughout the EPME curriculum. We assess each learning outcome to ensure that they included in both the content and the evaluation. The ability of Marines to think critically, to be agile and adaptive in rapidly changing environs is critical in current contingency operations in which the enemy is also evolving. We are currently studying ways to further increase these skills for both our faculty advisors and our students; an OSD-funded study is exploring ways to enhance adaptability in our curriculum. Communication skills continue to be a top priority for us. We will be pursuing a POM initiative to place communications experts in each of our academies so that we can improve oral and written communication.

Dr. SNYDER. Should senior NCOs attend officer PME courses?

Colonel MINICK. Yes, senior NCOs should be able to attend officer PME courses space permitting. Senior NCOs are eligible to enroll in appropriate Marine Corps officer distance education programs if they have completed the PME requirements for their ranks. For resident schools, there are not enough seats to accommodate all officers, so it would not be feasible to offer seats to enlisted Marines.

Dr. SNYDER. I understand all the other Services offer each other exchange instructors which really advances jointness except that the Marine Corps has not decided to send an exchange instructor to the Navy senior enlisted course. Given that the Marine Corps and Navy interact so much on ships and on shore, can you explain that decision and if it's likely to change?

Colonel MINICK. We currently send a small number of Marine students to attend the Navy Senior Enlisted Academy (Navy SEA) and Army Sergeant Major Academy (USASMA). In addition, we are developing plans to send Marines to attend the Air Force Senior SNCO Academy (AFSSNCOA). Questions/requests have surfaced in the past, through unofficial channels, from the Navy SEA and USASMA regarding the possibility of Marines being assigned as instructors at their respective school houses. As a result of our plans to have Marines attend the AFSSNCOA in the near future, questions have also surfaced about future opportunities for Marines to be assigned as instructors at that school house. While we would most welcome an instructor exchange with any of these school houses, formal manpower requests of this nature are filled by our Manpower and Reserve Affairs branch.

Dr. SNYDER. Do you have enough seats to get everyone who requires a course for promotion through and if not, with the pace of deployments and opstempo do you have a waiver system?

- a. Does the waiver system work, not to exempt personnel from school, but to get it for them as soon as they're able to go, and not to disadvantage them for promotion?

Colonel MINICK. The only resident course required for promotion in the enlisted ranks is the Advanced Course which is required for promotion from gunnery sergeant to first sergeant or master sergeant. We do have enough seats for every gunnery sergeant to attend the Resident Advanced Course. There are a total of 1,915 seats available in 19 courses that begin roughly every eight weeks. In FY 2010, 1,855 Marines were selected for promotion to the rank of gunnery sergeants, so there are clearly enough seats. There is not a waiver system in place for attendance at the Advanced Course due to deployments/operational tempo. We are currently reviewing whether a waiver or a board precept should be adopted. It will need to be vetted with the Marine Corps Promotion Branch.

Dr. SNYDER. When we studied Officer PME, we discovered a pretty big disconnect between the personnel systems and the PME systems. Specifically, we addressed who gets selected to attend and when, what course they go to, and where they go afterward as far as putting the education to good use. Does the enlisted PME system have similar challenges?

Mr. SPARKS. A significant asymmetrical advantage we have over our enemies has been the quality of our leaders. This advantage is a result of our institutional com-

mitment to leader development. The Army's enlisted PME is the Noncommissioned Officer Education System (NCOES). It is designed to prepare NCOs to lead and train Soldiers who work and fight under their direct leadership, and to assist their assigned leaders to execute unit missions. Ideally, NCOES and NCO promotions should be sequential and progressive. Although currently challenged, NCOES remains sequentially linked to NCO promotions and we continue with our commitment to ensure our systems and programs develop leaders for the 21st Century. Generally, selection of Soldiers to attend NCOES is based on both their availability and a unique developmental career map that varies depending on each Soldier's Military Occupational Specialty (MOS). The training process for the NCO starts with the basic, branch-immaterial, leadership training stage and continues in schools through the basic, branch-specific level; advanced, branch-specific level; and senior, branch-immaterial level. Each course is designed to be delivered prior to the Soldier being promoted and assuming the duties required of the next rank.

The initial course a Soldier attends occurs on average within 36 to 48 months of service or when they become Specialist (SPC/E4) promotable although highly motivated Privates First Class identified by their leadership as future leaders and is the Warrior Leader Course (WLC). Due to the high operational rotation of previous years, Sergeants (SGTs/E5) and Staff Sergeants (SSG/E6) who are promoted while deployed also attend the course. This course is a branch-immaterial, field-oriented leadership course built on warrior leader tasks. The WLC trains Soldiers at NCO Academies throughout the Army and focuses on values, attributes, leader skills, and actions needed to lead team/squad size units and serves as the critical institutional course for making a transformation from Soldier to NCO.

The next level of PME an NCO will attend occurs on average at the five to seven year time in service mark and is the Advanced Leader Course (ALC). This course focuses on leadership and technical skills required to prepare Soldiers to effectively lead squad/platoon size units. The ALC is delivered in two phases and consists of a 90-day, highly facilitated, web-based common core program that teaches the theories and principles of battle-focused common core training, leadership, and war fighting skills required to lead a squad-sized element in combat. The course also includes "hands-on" performance-oriented technical resident training specific to the Soldier's MOS. Although the course is a prerequisite for selection to Sergeant First Class (SFC/E7), due to the operational environment, select Soldiers (who are or have recently deployed) may end up attending the course after having already been promoted or selected for promotion to SFC.

Between the ten to fifteen year time in service mark, an NCO will be scheduled for and attend, the Senior Leader Course (SLC). This course, like the preceding ALC course is a branch-specific course that provides an opportunity for Soldiers selected for promotion to SFC to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead platoon/company size units. Although the course is a prerequisite for selection to Master Sergeant (MSG/E8), due to the operational environment, select Soldiers (who are or have recently deployed) may end up attending the course after having already been promoted or selected for promotion to MSG.

The final level of enlisted PME is the Sergeants Major Course (SMC); the capstone of enlisted training for NCOs. It prepares NCOs for both troop and staff assignments. This course is task based and performance oriented and focuses on leadership, combat operations, sustainment operations, team building, communication skills, training management, and professional development electives. It prepares the NCO for responsibility at the Battalion and Brigade level. The Army selects eligible MSG to attend the SMC for the purpose of promotion to Sergeant Major (SGM/E9).

Available inventory, Army requirements, and priorities established by HQDA to meet Army readiness drives assignments of the enlisted force. The Proponent for each Career Management Field provides a professional developmental timeline designed to maximize a Soldier's skills in both operational and generating force assignments while concurrently establishing an occupational/leader development career map for Soldiers, leaders, and personnel managers to use to shape the NCO's professional development. The Enlisted Personnel Management System has a requirement to resource both operational and institutional assignments with the best-qualified, available Soldiers and NCOs. Operational assignments are based on a Soldier's MOS and specialized skills and, even with the high operational tempo in recent years, the Army continues to leverage operational experience in special duty assignments such as Drill Sergeant/AIT Platoon Sergeant, Recruiter, Active/Reserve Component support, and Observer/Controller.

Dr. SNYDER. Virtually all the officer PME education venues offer a master's degree along with PME. Other than the Community College of the Air Force and the College of the American Soldier programs, does your Service's enlisted PME system provide for degrees or accredited college hours to apply to a degree? How important

(or is it required) for enlisted members to have an Associate's Degree, Bachelor's Degree, or Master's Degree at some point in their career for promotion?

Mr. SPARKS. In today's operational Army, it is extremely critical for enlisted Soldiers to achieve their educational goals. Our Educational programs enhance mission readiness, contribute to recruiting, assist in retention and support the career transitions of enlisted Soldiers. Traditional NCO roles are becoming more complex with integrating information, resources, and understanding strategic implications of tactical decisions. The Army requires well-trained, educated and professional non-commissioned officers prepared to meet current and future leadership, managerial and technological challenges of an increasingly sophisticated, complex and expeditionary Army. We believe personal and professional growth through collegiate programs is essential and beneficial to the Army mission, enlisted force development and the nation.

The Army maximizes the utilization of the American Council on Education College Credit Recommendation Service whereas, a team of faculty evaluators from relevant academic disciplines review Army courses, and if appropriate, make recommendations for the amount of college credit they may be equivalent to for transfer into degree programs. The Army Career Degrees (ACD) are occupation-based associate- and bachelor-level college degrees that uniquely relate to MOS skills, contain specific college courses that match MOS/CMF competencies, and maximize credit for military experience and training in order to minimize additional college study.

CAS approach to tying NCOES Courses accreditation with specific degree requirements allows a Soldier to quickly see what NCOES courses will transfer as equivalent credit at any point in his or her career from basic training through the Sergeant Major Course. This streamlines degree completion by listing precisely what the college will grant for each credit source, and provides a list of other guaranteed ways to meet degree requirements. By linking civilian education to military training, the Army will provide an optimum balance of training and education that accelerates the development of adaptive and innovative leaders. Education, whether PME or Civilian Education provides the tools leaders require as they move forward in their career. We will continue to assess new programs and to determine methods to infuse civilian education into our PME. We should approach education for our soldiers from the perspective of what is best for our NCO leaders. Possibly, a Civilian College course may be more advantageous than a course presented in our NCOES construct.

Civilian education and a military profession are mutually supporting. Many self-development activities recommended in professional development career maps come from programs and services offered through the Army Continuing Education System (ACES) which operates education and learning centers throughout the Army. College level courses are available through installation education centers who work with participating colleges to provide on-post programs that lead to award of a degree. Many academic institutions take part in the Service Members Opportunity Army Degree (SOCAD) program, which guarantees Soldiers' transfer of credits and acceptance of nontraditional credits such as military experience towards degree completion. NCO developmental career maps recommend undergraduate degree completion but the Army does not require degree completion as a promotion eligibility requirement. Because the quality of our Army's NCO Corps is extremely high, selection for promotion is highly competitive. In the promotion selection process, the pursuit of civilian education above the high school level concurrent with military duty is indicative of dedication to self-improvement, effective time management, and potential for academic success.

Dr. SNYDER. How is the Reserve Component (RC) included in your enlisted PME program? Do reservists and Guardsmen have the opportunity to attend or take the PME they require for promotion? How has the transition from a strategic to an operational reserve (with increased deployments and length of deployments) affected RC opportunities to complete EPME?

Mr. SPARKS. PME for the Army Reserve Component (RC) has matured and transformed along with the PME provided the Active Component (AC). Both RC and AC use the same Warrior Leader Course (formerly the Primary Leader Development Course) program of instruction, with the AC executing over a longer period and the RC executing in their traditional 15 day format. Because of the operations tempo everyone has been using the 15 day format. A new Warrior Leader Course was developed to provide better educational outcomes across the force and will begin 1 October 10. Initially, the new course will be executed in 17 days in the AC and 15 days for the RC, but the RC stands ready to adjust to the 17 format when resources become available.

For NCOES requirements after WLC, it is broken up into two phases, a common core and a technical phase developed by a Soldiers proponent. Soon, all Soldiers regardless of component, will take the web based, highly facilitated, Advanced Leader Course Common Core, with the resident RC format being eliminated. The technical tracks for the Advanced and Senior Leader Courses have been more problematic because of their length. On 1 October 10 most of these courses were transformed and reduced to no more than eight weeks, but the conversion of the courses to a format that fits the RC training environment has been daunting. Most will be available to the RC inside the 15 month window we require, but, as in those courses that provide extensive technical skills, require extremely expensive equipment, or have a low RC personnel density will not be converted. For those courses, RC Soldiers are scheduled to attend the longer AC course whenever possible dependant on RC funding and Soldiers availability. To mitigate that, the RC promotion system allows NCOES waivers to be requested by individual Soldiers who have not been afforded the opportunity to attend the required level of NCOES due to operational obligations or conflicts with their civilian career. A review of historical data reveals that no significant increases in NCOES waiver requests have been received.

The capstone Sergeants Major Course is provided in two formats. The 10 month resident course provides an optimum classroom experience for many AC Soldiers, some RC Soldiers, and a few sister service and foreign nation personnel. Most RC Soldiers and many AC Soldiers attend the course in an RC friendly format of an extensive distance learning module followed by a two week resident phase. When fully deployed, the new online Structured Self Development will be taken by all Soldiers, AC and RC, throughout their careers. As indicated above, we take the training of the RC seriously. The Army is one expeditionary force and we cannot afford to educate some, and not others.

Dr. SNYDER. There is quite a disparity between the length of time an officer spends in a career on education and the time an enlisted person spends on education. Can you explain this disparity? Do the Services need to invest more time and money in NCO education? Why or why not? Where would you focus any increases?

Mr. SPARKS. The Noncommissioned Officers Education System (NCOES) is designed to commence when a Soldier makes that transformation of becoming a leader at about the three year time in service milestone with the Warrior Leader Course (WLC). After that initial course, an NCO would then attend the Advanced Leaders Course (ALC) and Senior Leader Course (SLC) on average every three to four years tied with his or her rank culminating in the pinnacle NCOES course, the United States Army Sergeant Majors Academy (USASMA). Both the initial course of WLC and the final course at USASMA are non-military occupational specialty which means that regardless the job a Soldier does in the Army; all attend these levels of NCOES together in one class. The Soldiers job skill proponent teaches ALC and SLC and Soldiers from within the same job field attend the class together learning both leadership techniques and technical competencies.

Since 2003, NCOES has transformed into providing a Soldier the right training at the right time by approaching their needs from a strategy of lifelong learning. While, certain institutional gates such as WLC, ALC and SLC must be passed through, lessons from the past 6 years combined with technological advances have demonstrated that learning can occur anywhere at any time. Today's NCO is a self-directed/motivated learner who creates an environment of continuous learning and demands both NCOs and subordinates exceed their comfort zones. The NCO is skilled at adapting their mentoring approach to encourage and guide subordinates in setting and achieving goals. As a mentor, the NCO has open and honest discussions with their Soldiers, and provides a proper mix of opportunities at the right time for them to grow.

The Army has made a considerable investment in NCO PME. We believe the time allotted supports our current deployment situation. To continue to succeed down a path of transformation through lifelong learning, resources should be applied towards continued development and eventual application of the 2015 NCO learning environment. The time an NCO spends engaged in PME will likely change, some Soldiers may require a longer course. The NCO learning environment in 2015 recognizes that individual needs are important, that learning occurs across the career, and that there are multiple supporting actors and capabilities required to create an immersive and engaging lifelong learning solution focused on the Soldier. The environment will provide job experiences, training and education, and self-development opportunities that are tailored to the NCO throughout their profession. Formal classroom training and education currently provide individuals with roughly 20 to 30 percent of what they learn, with most competencies acquired within the work environment through a blend of informal social networks, formal learning commu-

nities, coaching and mentorships, and independent study. The 2015 environment will equip NCOs to learn more deeply in all of these contexts.

Dr. SNYDER. In exploring the most effective organizational structures we observed that two of you (Navy and Army) have NCO leaders of their NCO schools and two of you have colonels as leaders (Marine Corps and Air Force). Can each of you address why your school systems are organized the way they are and if they/you get enough support from your higher headquarters. For instance, the Navy (Naval War College), Air Force (Air University), and Marine Corps (Marine Corps University) schools are subordinated to your officer universities or colleges? [Note: Army enlisted education is directed by the Institute at Training and Doctrine Command rather than Army War College or Command and General Staff School.]

- a. How should PME commanders, commandants, and presidents be chosen? What are the plusses and minuses of having enlisted leadership at the enlisted schools? Officer leadership?

Mr. SPARKS. The Noncommissioned Officer Education System has several course delivered in multiple sites around the world. These sites are referred to as NCO Academies. NCO Academies are typically small organizations that are led by a Command Sergeant Major that has usually served at the Brigade level. NCO Academies are usually aligned under the Headquarters and report through the Command Sergeant Major to the General Officer in charge.

There are several reasons that his system works best for the U.S. Army. First, from an educational perspective all members of the NCO Academy have completed the requisite education required. The leader of the organization, typically referred to as the Commandant must have successfully completed all levels of Professional Military Education and served successfully as a Battalion, Squadron or Brigade Command Sergeant Major. Typically our Commandants have multiple deployment experiences in various units. This situation makes the Commandant relevant immediately. In the NCO Corps, we live by the saying Be, Know, Do. It would be difficult to achieve this standard if you had not ever participated in NCOES. With this consideration in mind the Commanding General of TRADOC established the Institute for Noncommissioned Officer Professional Development (INCOPD). INCOPD's mission is primarily to manage this education across a career.

The selection of the Commandant should be focused on the aforementioned qualifications. The United States Army has recently developed a board system to select the right leader for this important position. The potential minuses in this situation are that currently there are some actions that require a Commissioned Officer, UCMJ for instance. Generally, this sort of activity is covered with a memorandum of agreement with whomever the Commanding General on the specific installation directs to support the NCO Academy. The instance of UCMJ is relatively low, primarily due to the length of the courses and the quality of the students.

Dr. SNYDER. Would you be in favor of a Goldwater-Nichols Reform for Enlisted personnel management and PME? Given that calls for jointness and "whole of government approaches" from Congress and the Executive Branch have been increasing, how extensively should the EPME system be more consciously shifting its sights to the joint, interagency, and multinational realms?

- a. Is joint, interagency, and multinational integration curriculum being extended down to the enlisted ranks, in a conscious and programmed way, given that they find themselves increasingly in that environment whether that is in engagement, combat, or reconstruction and stabilization operations?

Mr. SPARKS. Enlisted Professional Military Education (EPME) revisions were made to prepare Soldiers to work in operating environments where they collaborate with Joint, Interagency, Intergovernmental, and Multinational (JIIM) teammates. Soldiers are exposed to joint education throughout the continuum of professional development starting with an introductory block of instruction at the beginning of their service. They continue to grow their knowledge and skills related to operating with JIIM partners through self-development and institutional learning. Learning content appropriate to a Soldier's level of experience and responsibility has been incorporated into each level of structured self-development. Recent revisions to the Sergeants Major Course have included more emphasis on planning and executing operations with JIIM partners. Additionally, proponents for the Advanced Leader Courses and Senior Leaders Courses are able to include JIIM content in the curriculum that is necessary to prepare Soldiers for JIIM operations related to an individual military occupational specialty. This approach allows each school to prepare Soldiers for JIIM requirements that are unique to the role those Soldiers play in the JIIM environment. In addition to the self-development and resident instruction at the senior and Executive levels, Soldiers receive assignment oriented training prior to reporting to joint positions at the sergeant through sergeant major levels.

While I would not rule out future changes similar to the Goldwater-Nichols Reform, I believe the current approach allows us to integrate JIIM content in the current curriculum in meaningful ways without significant changes to course lengths or resource requirements. Any mandated change to the current approach will affect other areas such as school attendance backlogs, promotions, Army Force Generation (ARFORGEN), and comprehensive fitness; therefore, I recommend continuing the current integration of JIIM into the existing curriculum until we have data that shows that method is not meeting the needs of the force.

Dr. SNYDER. Does diversity matter in the assignment of faculty and staff within EPME? How can EPME institutions increase the diversity of their leadership and faculty?

Mr. SPARKS. Our Army is a diverse organization and our EMPE staff and faculty is representative of a diverse Army. The importance of having a diverse educational setting also includes the student population as well as a diversity of ideas. We understand the value of tapping into the unique abilities and talents of people from different backgrounds and the need for faculty and staff to promote free thinking, selflessness, and resourcefulness.

The selection of staff and faculty for our EPME, it is about “who is best qualified” to teach and support the development of our future NCO leaders. The diversity of both faculty and students contributes directly to the quality of instruction and educational outcomes. The learning environment within EPME must be a representation of the Army and its culture. The more diverse faculty and staff are, the more likely it is that all Soldiers will be exposed to a wider range of perspectives and to ideas drawn from a variety of life experiences. In a diverse learning environment, the enlisted Soldier will find comfort and motivation from faculty, staff members, and peers who he or she perceives have shared similar experiences. A diversified faculty and staff create a climate supportive of Equal Opportunity, where students can aspire to grow and foster the Army values while in the institution. Above all, Diversity produces Soldiers who are more complex thinkers, more confident in traversing cultural differences and provide the Army with NCO leaders capable of full spectrum operations.

Today’s EPME staff and faculty do represent a diverse Army and serve as role models for our future NCO Corps. While we are confident that our EMPE provides a diverse learning environment, there is always room for improvement and we continue to evaluate the structure and quality of our EMPE staff and faculty.

Dr. SNYDER. How much of your EPME curriculum is focused on critical thinking, communication, and resource management? Should emphasis in any or all of these areas be increased? At what levels?

Mr. SPARKS. We have identified communication, critical thinking, and resource management to be key attributes required of our Noncommissioned Officers (NCO). Each is addressed extensively in the NCO Annex to the Army’s Leader Development Strategy and is sequentially and progressively integrated into our PME.

Oral and written communication skills are fundamental to succeed as a leader. Beginning with Writing in the Army Style and Prepare a Presentation in the Structured Self Development (SSD1) that begins shortly after a Soldier graduates from Initial Entry Training, through Army Correspondence, Developmental Counseling, and oral presentation of History of the NCO in the Warrior Leader Course (WLC), communication skills are sequentially and progressively addressed through the Advanced Leader, Senior Leader, and Sergeants Major Courses. Basic communications subjects exist at each level of PME, but the bulk of the communication skills are developed through their use in almost every subject covered.

In SSD1 Soldiers are introduced to the Military Decision Making Process and Lean Six Sigma fundamentals, but beginning in WLC Soldiers begin the actual development of critical thinking skills. In subjects as diverse as Composite Risk Management and Tactical Operations in Warrior Leader Course, and throughout PME, NCOs are trained and educated in the process to conceptualize, synthesize, and apply information from a broad spectrum of sources to develop optimum and effective decisions. Although the emphasis is on the ability of NCOs to use their critical thinking skills in military operations we also provide opportunities for them to exercise their abilities in making personal, individual decisions.

As with communication and critical thinking skills, training and education on resource management begins in SSD1 with an introduction to Supply Activities in a Unit. In WLC NCOs are introduced to Supply Procedures and the care of our number one resource, Soldiers, through Resiliency Training and the Prevention of Suicide. This training progresses through each level of PME and culminates in subjects such as Military Contracting in Support of Army Operations and Managing Organizational Stress in the Sergeants Major Course.

Given that each of the subjects discussed above is identified as a core skill required of our NCOs and that each is covered extensively throughout PME no added emphasis on any of them is necessary at this time. The Institute for NCO Professional Development continues to monitor requirements and will adjust courses as necessary.

Dr. SNYDER. Should senior NCOs attend officer PME courses?

Mr. SPARKS. A recent revision and upgrade of the Sergeants Major Course was done to include topics that field-grade officers study at the Command and General Staff College. The resident and nonresident Sergeants Major Courses will have content that is similar to the Intermediate Level Education courses attended by captains and majors; however, the material is tailored to prepare our most senior NCOs to serve primarily at the Battalion and Brigade levels. The goal of this effort is not to make senior noncommissioned officers more like officers; however, the changes do prepare senior NCOs to become more involved in the process of planning and executing operations. To that end, the revised course of instruction includes several modules that are similar to material taught at CGSC. Moreover, the Academy no longer administers objective tests with multiple-choice answers; rather, it requires use of the progressive and sequential training, education and experience Soldiers have gained, to develop comprehensive solutions that are doctrinally accurate to complex problems from the operational environment.

The role of NCOs in planning and executing complex operations has expanded at all levels; however, changes to EPME have occurred, and will continue to be made in order to prepare NCOs to succeed at all levels. Although recent operations have expanded the responsibilities of NCOs into areas that were previously only the domain of the officer corps, I believe the special relationship between officers and NCOs is enhanced by the current structure of EPME and PME with one exception. Select senior NCOs that serve in senior strategic leadership positions may benefit from attending a senior service school but should only attend if a direct benefit relative to the requirements of their position or development of the NCO can be identified. Currently, War College enrollment is restricted to officers and civilians. A policy change would permit attendance in the event the education is considered important for either the position or development of the NCO. A Senior service school may enhance those NCOs ability to advise leaders of strategic national defense missions.

Future revisions to EPME will continue to examine content from joint and officer PME that may be integrated into EPME in ways that are meaningful to how NCOs support current and future operations.

Dr. SNYDER. Some of the Services requested expanded Title 10 authority during the officer PME study. This came up again during the staff's EPME research. With the changes in your EPME courses, it appears that expanded authority might be necessary. Can you briefly explain if you need it and what you'd do with it?

a. How will EPME institutions attract top-tier civilian faculty if they receive Title 10 authority?

Mr. SPARKS. EPME has undergone a complete change in course content that now delivers a more challenging educational curriculum that requires instructional skills that higher level educators provide. Title 10 provides the means to hire civilian instructors and professors who conform to a performance based education model and to balance military and civilian perspectives in the EPME educational mission. There is no provision for this under Title 5. Unlike Title 5, Title 10 provides the flexibility to attract qualified faculty and to ensure continuous professional development within the faculty. Title 10 Authority provides the flexibility to employ based on a 1-5 year, renewable term basis supporting the requirement for continuous improvement and the ability to reduce staff based on requirements. Using Title 10 is definitely not part time employment.

We will attract top tier civilian faculty members through Title 10 by a robust and innovative faculty development program and student curriculum. This dynamic approach through Title 10 provides more flexibility in not only attracting but also retaining those individuals who are "the best of the best" across industry, academia and the services. Title 5 does not lend itself to this concept of rapid change in requirements or educational concepts when compared to the flexibility of Title 10.

Dr. SNYDER. When we studied Officer PME, we discovered a pretty big disconnect between the personnel systems and the PME systems. Specifically, we addressed who gets selected to attend and when, what course they go to, and where they go afterward as far as putting the education to good use. Does the enlisted PME system have similar challenges?

Mr. LUTTERLOH. Navy's personnel and Enlisted PME systems are well aligned. The Enlisted PME system is structured to prepare senior enlisted leaders for a breadth of increasing responsibilities. The educational baseline for senior enlisted

across the spectrum of PME ensures that they are versed in essentials of naval power, effective maritime spokespersons, and versed in service capabilities and the fundamentals of joint warfare. Our most sought after senior enlisted leadership positions are Chiefs of the Boat and Command Master Chiefs (COB/CMC). The Navy requires that all COB/CMCs be graduates of the Senior Enlisted Academy (SEA), with completion of Primary PME as a prerequisite to attend SEA. Accordingly, our best performers with the greatest potential are seeking and planning both to attend SEA and assume the most challenging assignments.

Dr. SNYDER. Virtually all the officer PME education venues offer a master's degree along with PME. Other than the Community College of the Air Force and the College of the American Soldier programs, does your Service's enlisted PME system provide for degrees or accredited college hours to apply to a degree? How important (or is it required) for enlisted members to have an Associate's Degree, Bachelor's Degree, or Master's Degree at some point in their career for promotion?

Mr. LUTTERLOH. Graduates of the Senior Enlisted Academy (SEA) Resident Course are recommended for 18 credit hours (3 lower divisional, 15 upper divisional) by the American Council on Education (ACE) and graduates of the SEA Non-Resident course are ACE-recommended for 6 credit hours (all lower divisional). Demographic data reflect the following highest levels of education for SEA graduates: 6% have a Masters or Doctorate Degree, 24% have a Bachelor's Degree, 26% have an Associate's Degree, and 44% have a high school diploma. Over two-thirds of SEA graduates reported on their exit survey that they intend to pursue higher education in the next two to three years.

The Navy clearly recognizes the benefit of advanced education and highly encourages all Sailors and civilians in the workforce to strive to reach their full potential. While an advanced degree is not required for an enlisted Sailor's promotion, promotion boards may give special consideration for an advanced degree. The Navy provides tuition assistance to military members to support attainment of degrees.

Dr. SNYDER. How is the Reserve Component (RC) included in your enlisted PME program? Do reservists and Guardsmen have the opportunity to attend or take the PME they require for promotion? How has the transition from a strategic to an operational reserve (with increased deployments and length of deployments) affected RC opportunities to complete EPME?

Mr. LUTTERLOH. Active (AC) and reserve component (RC) personnel maintain the same opportunities to attend PME. For the enlisted force (active and reserves), all PME requirements through the grade of chief petty officer can be accomplished via NKO. One of the key reasons that the Navy decided to field the significant elements of the PME Continuum online through Navy Knowledge Online (NKO) was to ensure its availability to the total force—active duty, reservists, and motivated DON Civilians.

Both AC and RC components share requirements for Primary PME to attend the Senior Enlisted Academy (SEA). The SEA resident course is available to the Navy's reserve component which has produced 17 graduates over the last three years. The SEA Non-Resident course was designed specifically for reservists, allowing them to use their two-week Annual Training to fulfill the 12-day resident portion of the course.

The Navy has been mobilizing RC members since 2001. There has been no decrement for RC EPME opportunities as a result of transition from a strategic to an operational status.

Dr. SNYDER. There is quite a disparity between the length of time an officer spends in a career on education and the time an enlisted person spends on education. Can you explain this disparity? Do the Services need to invest more time and money in NCO education? Why or why not? Where would you focus any increases?

Mr. LUTTERLOH. Our priorities for all Sailors are clear—mastery of their technical ratings, warfare qualification, and progressive development of leadership skills. Each enlisted rating has its unique professional requirements and operational rhythm in terms of time spent in assignments at sea or ashore. The Navy has taken a broad approach to this issue, providing increased opportunity for education in a number of venues as well as setting a required baseline of knowledge. Requirements for officer education have been developed over an extended period of time. They include considerable strategic, operational, scientific and analytical subjects generally considered part of the education domain. Navy's goal is to facilitate all Sailors, officer and enlisted, to reach their full potential.

The Navy believes this broad approach to be the best one and would not at this point endorse a focus on increasing education for Non-Commissioned Officers (NCOs). Navy fielded a full continuum of Professional Military Education for officer

and enlisted members in January 2008. Learning objectives are consistent with changing roles and responsibilities across a career.

Dr. SNYDER. In exploring the most effective organizational structures we observed that two of you (Navy and Army) have NCO leaders of their NCO schools and two of you have colonels as leaders (Marine Corps and Air Force). Can each of you address why your school systems are organized the way they are and if they/you get enough support from your higher headquarters. For instance, the Navy (Naval War College), Air Force (Air University), and Marine Corps (Marine Corps University) schools are subordinated to your officer universities or colleges? [Note: Army enlisted education is directed by the Institute at Training and Doctrine Command rather than Army War College or Command and General Staff School.]

- a. How should PME commanders, commandants, and presidents be chosen? What are the plusses and minuses of having enlisted leadership at the enlisted schools? Officer leadership?

Mr. LUTTERLOH. In October 2008, overall command of Senior Enlisted Academy (SEA) shifted from the Naval Education and Training Command to the Naval War College (NWC). This shift was conducted to emphasize the educational aspects of the SEA experience. The SEA is now optimally aligned with NWC with a Senior Enlisted member as its Director. The relationship and co-location with NWC allows the SEA to leverage the educational expertise of the NWC professors and infrastructure to enhance the Enlisted PME experience. The SEA Enlisted Director receives outstanding support from the dedicated military and civilians at the NWC in its educational mission and the mission supporting functions. This Expertise has brought measurable progress to SEA and permitted the SEA faculty to focus on their teaching requirements. Additionally, PME content is the responsibility of NWC and provides additional value to the SEA.

The selection of post-major command tour Command Master Chiefs (CMCs) has been very successful in maintaining the highest caliber of Enlisted Directors at the SEA. The strongest point of maintaining a senior enlisted leader as the Director is in maintaining a deck plate leader emphasis on curriculum content and focus. Senior Enlisted Directors facilitate peer-to-peer conversations among SEA graduates serving throughout the Fleet. The Navy culture promotes a strong Chief Petty Officer Mess with the CMC as its leader. The SEA is a reflection of that culture and epitomizes the idea that the SEA is for "senior enlisted leaders" and "run by senior enlisted leaders" which increases the validity of the education that the SEA provides to the force.

Dr. SNYDER. Would you be in favor of a Goldwater-Nichols Reform for Enlisted personnel management and PME? Given that calls for jointness and "whole of government approaches" from Congress and the Executive Branch have been increasing, how extensively should the EPME system be more consciously shifting its sights to the joint, interagency, and multinational realms?

- a. Is joint, interagency, and multinational integration curriculum being extended down to the enlisted ranks, in a conscious and programmed way, given that they find themselves increasingly in that environment whether that is in engagement, combat, or reconstruction and stabilization operations?

Mr. LUTTERLOH. Navy believes the current overarching guidance and curricula framework to be satisfactory. The Chairman of the Joint Chiefs of Staff has established policy to ensure education of joint matters permeates the Navy's PME Continuum. Navy EPME curriculum content is current and relevant, and addresses multi-Service and multinational topics in its programs. The primary focus of EPME remains to ensure that enlisted Sailors learn about their own Service's responsibilities, capabilities, and Navy's role as a key element of a multiservice force within an interagency and multinational environment. The requirements within the Navy's PME Continuum were developed within the context of the contemporary operating environment and extend elements of joint matters throughout the Continuum.

The Senior Enlisted Academy (SEA) curriculum covers Joint and Multinational topics through briefs, lectures, and research projects. Students from other services and international navies are enrolled in every SEA Resident class. Students from international navies give regional briefs as part of their communications curriculum. Additionally, the SEA currently has an Army sergeant major, an Air Force master sergeant, a Coast Guard master chief, and a German Navy master chief equivalent on staff as classroom facilitators. An increase of an international partner facilitator from the Pacific Fleet region is being reviewed.

The SEA is currently reviewing proposed lecture topics to enhance its interagency subject matter coverage. Beyond the SEA, Navy Senior Enlisted Leaders (SEL) selected for Joint Command SEL billets attend the National Defense University's

KEYSTONE course which covers Joint, Interagency, and Multinational Integration curriculum.

Dr. SNYDER. Does diversity matter in the assignment of faculty and staff within EPME? How can EPME institutions increase the diversity of their leadership and faculty?

Mr. LUTTERLOH. Yes, diversity does matter in the assignment of faculty, staff, and students at the Senior Enlisted Academy (SEA). Ensuring the resident SEA class has representatives from the other US military services and, whenever possible, representatives from partner nations are key elements in achieving diversity. The SEA uses the "9 Dimensions of Diversity" when assigning facilitators and students to classroom groups. The SEA ensures that race, gender, ethnicity, service (Army/Navy/Marines/Air Force/Coast Guard), component (Active/Reserve), nationality (International students), rating, warfare community/specialty, and geographic area of operations/homeport are taken into account when organizing the group makeup to ensure the group has as many diverse opinions as possible to enhance the classroom discussion and dynamics. Similarly, the educational theme of diversity and effectively dealing with it to achieve a unit's true potential permeates the course of instruction for these proven enlisted leaders.

Dr. SNYDER. How much of your EPME curriculum is focused on critical thinking, communication, and resource management? Should emphasis in any or all of these areas be increased? At what levels?

Mr. LUTTERLOH. Critical thinking and communication topics are a focus of the Senior Enlisted Academy (SEA) curriculum and highlighted in the Diplomacy, Information/intelligence, Military, and Economics (DIME) capstone event termed "War-games." War-games is an interactive role-play session based on DIME concepts that each group participates in as different countries with different objectives. Communication, an essential element of successful leadership especially critical at the higher levels, is embedded throughout the educational outcomes and the SEA curricula. Communication topics include effective writing, extemporaneous speaking, impromptu speaking, organizational communications, five oral presentations, and four written essays. SEA curriculum provides adequate emphasis on all three areas with communications receiving the highest emphasis. Resource management is covered in the Defense Resource Allocation topic. "Capable of Critical Thought with an Operational-level Perspective" is one of the four educational outcomes required for graduation from the SEA.

Dr. SNYDER. Should senior NCOs attend officer PME courses?

Mr. LUTTERLOH. The Navy has a program in which senior enlisted leaders with exceptional potential, who have earned a Bachelor's Degree, may attend the College of Naval Warfare at the Naval War College. This educational opportunity is for leaders with the potential to become advisors to the Navy and the nation's senior military leadership. The program is highly selective with a limit of not more than four enlisted leaders attending in an academic year. To date, graduates have gone on to billets such as Master Chief Petty Officer of the Navy (MCPON), the senior enlisted leader for Naval Forces Europe, the Director of Chief of the Boat/Command Master Chief (COB/CMC) School and Senior Enlisted Advisors (SEA) to several joint task force commanders. Additionally, senior chiefs and master chiefs on a selected basis are permitted to participate in the Intermediate-level, non-resident PME programs at the Naval War College.

Dr. SNYDER. During our Officer PME study, the Army, Air Force, and Marine Corps asked for expanded Title 10 hiring authority so they could hire professional educators rather than trainers. The Navy supported that position for others although they didn't think they required for themselves because they're organized differently.

- a. With the changes in your EPME courses, it appears that expanded authority might be necessary except that you can capitalize on the collocation of Naval War College Faculty. Can you briefly explain if you need it and what you'd do with it?
- b. How will EPME institutions attract top-tier civilian faculty if they receive Title 10 authority?

Mr. LUTTERLOH. Traditionally, the Senior Enlisted Academy (SEA) faculty has been composed of enlisted leaders on active duty or reservists on extended tours of active service. The importance of using Active Duty Senior Enlisted Facilitator Staff cannot be understated. The deck plate experiences that the Senior Enlisted Facilitators bring to the classroom are vital to the education process at the SEA. The Navy intends to continue to follow that model and, at this point, does not plan to add civilians to its faculty. One of the important elements in the realignment of command which brought SEA under the purview of Naval War College was to make

more effective use of the NWC faculty's expertise in support of SEA faculty and curriculum. While NWC had for years provided support in the form of subject matter experts and visiting lecturers in support of SEA, the closer bond facilitates faculty development and curriculum development at SEA. Since the Naval War College's academic programs remain the College of Naval Warfare and the College of Naval Command and Staff, both of which are ten month programs, the College fully meets the statutory criteria for hiring faculty under Title 10 authority. For decades, NWC has hired a number of research faculty members under this Title 10 authority. Therefore, if the requirement arose to add Title 10 faculty positions at SEA, the law currently provides that authority.

Dr. SNYDER. When we studied Officer PME, we discovered a pretty big disconnect between the personnel systems and the PME systems. Specifically, we addressed who gets selected to attend and when, what course they go to, and where they go afterward as far as putting the education to good use. Does the enlisted PME system have similar challenges?

Mr. SITTERLY. The Air Force (AF) enlisted assignment system is designed to distribute Airmen equitably among major commands (MAJCOM) based on manning levels to meet mission requirements. Although certain special duty assignments have specific training/education requirements, there are none specifically for EPME. The AF EPME system is managed separately using a deliberate process that identifies Airmen to attend EPME based on priority of need (i.e., projected promotion to the next higher grade, current grade, time in current grade) to meet required grade appropriate competency development in Joint and Air Force guidance. Thus, the Air Force does not link the two systems and both systems are working as designed to meet AF mission and development requirements.

Although we currently do not have an official AF-wide system or process in place, the Air Force Enlisted Force Development Panel is exploring various options to deliberately develop our SNCOs via sister service and international EPME with a goal of linking AF graduates of sister service or international EPME to specific locations where the experience will be beneficial to the member and the mission.

Dr. SNYDER. Virtually all the officer PME education venues offer a master's degree along with PME. Other than the Community College of the Air Force and the College of the American Soldier programs, does your Service's enlisted PME system provide for degrees or accredited college hours to apply to a degree? How important (or is it required) for enlisted members to have an Associate's Degree, Bachelor's Degree, or Master's Degree at some point in their career for promotion?

Mr. SITTERLY. The Community College of the Air Force (CCAF) awards lower-division college credit to graduates of EPME courses. These credits can be applied to the member's CCAF Associate of Applied Science Degree program, or the transcript credit can be applied to another college program at their discretion.

In addition, Air University offers the Associate to Baccalaureate Cooperative (ABC) which links CCAF graduates with colleges that offer 4-year degree programs related to the member's CCAF 2-yr degree. Participating schools have agreed to allow students to transfer CCAF degree credits and only complete an additional 60 semester hours to earn a bachelor's degree.

The Air Force requires an associate's level degree for the more than 6,000 technical training and EPME faculty at CCAF-affiliated schools AF-wide.

Although not a requirement for promotion, current Air Force guidance requires active duty E7—E-8 to complete a CCAF degree in order to be eligible for Senior Rater Endorsement on their annual performance report. This is important for favorable promotion consideration as the member's likelihood of getting promoted without it is significantly hampered.

Additionally, in regard to degree requirements, the Air Force has a program that permits selected enlisted personnel to attend the Air Force Institute of Technology (AFIT) to receive a graduate (Master's) degree. The program's purpose is to enhance combat capability to provide the Air Force highly proficient NCOs technically experienced in their career field and highly educated through AFIT graduate.

Dr. SNYDER. How is the Reserve Component (RC) included in your enlisted PME program? Do reservists and Guardsmen have the opportunity to attend or take the PME they require for promotion? How has the transition from a strategic to an operational reserve (with increased deployments and length of deployments) affected RC opportunities to complete EPME?

Mr. SITTERLY. About 97.5% Air National Guard (ANG) and Air Force Reserve (AFR) participate in EPME distance learning (DL) courses. According to current policy, reservists and Guardsmen must complete resident or DL required EPME to be promoted. The ARC Airmen are permitted and do attend resident courses for each level of EPME on a limited basis due to capacity limitations.

This transition has not affected the ARC since most enlisted Airmen complete their EPME requirements through DL. Though it is a challenge for AFRC Airmen to attend lengthy resident EPME courses since they have full-time civilian jobs (not so for ANG), both the ANG and AFRC would like to fill additional seats at resident PME schools if more allocations were provided.

Dr. SNYDER. There is quite a disparity between the length of time an officer spends in a career on education and the time an enlisted person spends on education. Can you explain this disparity? Do the Services need to invest more time and money in NCO education? Why or why not? Where would you focus any increases?

Mr. SITTERLY. Some caution is needed in trying to do a direct comparison between time spent in education for officer and enlisted personnel. The two populations are different in significant ways and OPME and EPME are developed to meet the unique developmental needs of their respective populations. For example, enlisted personnel primarily function at the tactical to operational levels across the Air Force while officers range from the tactical to strategic. Moreover, educational needs are based on Air Force requirements. We recently completed a comprehensive review of enlisted development across the continuum of learning to ensure that Air Force requirements are being satisfactorily addressed. From this enlisted continuum review, we confirmed that the number of educational requirements have more than doubled over the last 10 years. In addition, the complexity of these requirements has also significantly increased while the time allocated for EPME courses has remained the same. Hence, more time could be proportionately allocated to all EPME levels to varying degrees based on increased requirements.

The Air Force wants to invest more time and money in NCO education to keep pace with Joint and Air Force requirements; however, it is difficult given competing priorities in a financially constrained environment. Additional personnel, funds, and expertise are needed to develop and sustain both resident and distance learning (DL) courses to keep pace with emerging education requirements.

Dr. SNYDER. In exploring the most effective organizational structures we observed that two of you (Navy and Army) have NCO leaders of their NCO schools and two of you have colonels as leaders (Marine Corps and Air Force). Can each of you address why your school systems are organized the way they are and if they/you get enough support from your higher headquarters. For instance, the Navy (Naval War College), Air Force (Air University), and Marine Corps (Marine Corps University) schools are subordinated to your officer universities or colleges? [Note: Army enlisted education is directed by the Institute at Training and Doctrine Command rather than Army War College or Command and General Staff School.]

- a. How should PME commanders, commandants, and presidents be chosen? What are the plusses and minuses of having enlisted leadership at the enlisted schools? Officer leadership?

Mr. SITTERLY. Unlike the other services, the Air Force has established Air University (AU) as a centralized location for the oversight of all education programs. Within the AU organizational structure, the Barnes Center for EPME holds the same level of status as the other AU centers that report to the AU Commander. These include the Spaatz Center (officer PME), the LeMay Center (doctrine development and doctrine education), the Eaker Center (professional continuing education), the Holm Center (pre-commissioning and citizenship programs), and the Barnes Center (enlisted PME and other education programs).

The Commander of the Barnes Center for Enlisted Education is an O-6. Senior enlisted personnel serve in significant leadership positions across the Barnes Center and each EPME school. Chief Master Sergeants serve as commandants (the top leader) for each of the 11 Air Force NCO Academies (worldwide), the Senior NCO Academy, and First Sergeant Academy. Additionally, within the Barnes Center, a CMSgt serves as the senior enlisted leader for all enlisted education programs. To select these senior enlisted leaders, there is a rigorous and highly competitive "nominative" process. For other school commandant positions, the Commander's Involvement Program (CIP) is used whereby chief master sergeants are carefully screened and selected. Furthermore, at the 69 Airman Leadership Schools located Air Force wide, top performing Master Sergeants are screened and selected as Commandants to lead and manage the faculty of their school. Each of these ALSs fall under the Force Development Flight within the Force Support Squadron at each Wing and Major Command.

The current process for selecting AF EPME commandants is working well. As with other special duty assignments that require superior performers, EPME personnel are screened and evaluated based on merit by other senior enlisted personnel and ultimately hired by their commander.

Having enlisted commandants leading EPME schools is working superbly and provides the first hand enlisted subject matter expertise, experience, and guidance to other enlisted personnel. The officer oversight provides the additional leadership and support to elevate and address issues as needed to appropriate leadership levels and AF corporate structure.

Dr. SNYDER. Would you be in favor of a Goldwater-Nichols Reform for Enlisted personnel management and PME? Given that calls for jointness and “whole of government approaches” from Congress and the Executive Branch have been increasing, how extensively should the EPME system be more consciously shifting its sights to the joint, interagency, and multinational realms?

- a. Is joint, interagency, and multinational integration curriculum being extended down to the enlisted ranks, in a conscious and programmed way, given that they find themselves increasingly in that environment whether that is in engagement, combat, or reconstruction and stabilization operations?

Mr. SITTERLY. No, we do not believe that a Goldwater-Nichols Reform for enlisted personnel management and PME is needed at this time. The Air Force does recognize that there needs to be a balance between Air Force centric and Joint curricula requirements. Air Force EPME courses have been and should continue to increase jointness, interagency, and multinational coverage but not to the extent that core curriculum areas for Air Force Leadership, Profession of Arms, and Communication are reduced while meeting the Joint, interagency, and multinational education requirements prescribed in AFPD 36–26, *Total Force Development, Institutional Competencies* and CJCS 1805.1, *Enlisted Professional Military Education Policy*. In fact, all resident EPME academic programs were updated or they are being updated to meet the requirements prescribed in the Joint and Air Force guidance.

The Air Force is continually working on additional “Joint” deliberate development initiatives. One such initiative is to require AF SNCOs to attend a Joint Service EPME school prior to be assigned to a joint billet. This will help build “Joint” partnerships/relationships and will help utilize/align education opportunities with valid mission requirements.

Dr. SNYDER. Does diversity matter in the assignment of faculty and staff within EPME? How can EPME institutions increase the diversity of their leadership and faculty?

Mr. SITTERLY. Yes, diversity matters in the assignment of EPME faculty and staff. The Air Force has a strong track record in leveraging diversity throughout the force and Enlisted PME is no different. Hiring authorities balance the need to maintain a diverse faculty with respect to gender and race, as well as key demographic variables such as Air Force Specialty Code or AFSC. It’s vital that our students in the classroom are able to see a faculty that represents the richness of our diverse force, especially in academic discussions and case studies involving complex people issues. The Air Force will continue to ensure integrity in the hiring process and procedures and monitor faculty diversity.

Dr. SNYDER. How much of your EPME curriculum is focused on critical thinking, communication, and resource management? Should emphasis in any or all of these areas be increased? At what levels?

Mr. SITTERLY. The following breakouts estimate the number of hours dedicated to each topic area as each relates to resident courses:

Course	Total Course Hours	Critical Thinking	Communication	Resource Management
Airman Leadership School (ALS)	192	125	54	1
NCO Academy (NCOA)	134	134	56	1
AF SNCO Academy (AFSNCOA)	240	157	45	1
CMSgt Leadership Course (CLC)	64	0	0	3

Yes, the Air Force is increasing emphasis in these areas. The ALS recently incorporated more emphasis on communication through reflecting thinking, writing, and journaling aimed at developing a personal leadership philosophy with peer review. Additionally, we are revising AFSNCOA and NCOA programs to increase emphasis on resource management, cross cultural communication, and negotiation. Through

reflective thinking essays on leadership topics and reflective journaling exercises, students will link their own strengths and improvement opportunities in order to author a professional development plan.

Critical Thinking: Each course is designed using instructional teaching methodologies of guided discussion (Socratic Debate) and case analysis where students are confronted with leadership issues and required to apply principles learned to determine courses of action necessary to resolve the issue.

Communication: Students write papers, give briefings, counsel subordinates, provide performance feedback plans and execute meetings, and perform group projects under practice and testing conditions.

Resource Management: The AFSNCOA (Oct 10) and the NCOA (Jan 11) will adjust curricula to address the prescribed resource management competencies. Students will develop Financial Execution Plans, prepare unfunded requests, develop Authorization Change Requests, and use Unit Management Documents (UMD) to solve manpower problems associated with daily operations.

Dr. SNYDER. Should senior NCOs attend officer PME courses?

Mr. SITTERLY. Although the Air Force recognizes that there is value in enlisted Airmen partnering with officers during PME, we are not convinced that enlisted Airmen need to attend officer PME. Since 2006, we have paired junior officers at the Air and Space Basic Course (ASBC) with senior NCOs attending the AF SNCO Academy for 3 days. Additionally, for the first time, we sent two AF SNCOs to officer Joint PME; one to the 13 week Joint Combined Warfighting School and one to the 40 week Advanced Joint Professional Military Education course at the Joint Forces Staff College. We plan to continue this practice since both officer and enlisted Airmen benefit tremendously from a better understanding of each other's role, responsibilities and challenges from this partnership.

Dr. SNYDER. The Air Force's distance learning program is predominately if not exclusively done by "boxes of books". Obviously, you can't update those courses very easily and the cost for updating, printing, storing, and shipping is significant. When does the Air Force plan to transition to a web-based or internet based computer distance learning model, or a "blackboard" system through which students can more readily interact with other students and faculty? What resources would you need to transition the courses?

Mr. SITTERLY. The Air Force has made great strides in leveraging technology to facilitate PME learning. As an example, the Air Command and Staff College Online Master's Degree Program (OLMP) launched in 2007 has been extremely successful in accomplishing desired learning outcomes via a distance learning (DL) model. We are currently exploring ways to extend the lessons learned from the OLMP to other PME programs. In fact, the Air Force conducted preliminary research to move all of enlisted DL on-line. To this end, we are developing a business case that examines various DL models as well as their learning and cost implications to determine the best course of action to deliver robust PME DL for Total Force Airmen. The analysis will ascertain the resources required to implement, and the long term efficiencies that can be gained for such transition. At this juncture, the analysis is not complete and it would be premature to attempt to articulate the exact investment, and long term efficiencies to be gained.

Dr. SNYDER. Air University requested expanded Title 10 authority during the officer PME study. This came up again at the Barnes Center. With the changes in your EPME courses, it appears that expanded authority might be necessary. Can you briefly explain if you need it and what you'd do with it?

a. How will EPME institutions attract top-tier civilian faculty if they receive Title 10 authority?

Mr. SITTERLY. Prior to the last 10 years, enlisted education focused primarily on traditional enlisted core competencies such as leadership, communication skills, profession of arms, and management. Since these are enlisted competencies, they can be developed in EPME curriculum with enlisted expertise. However, with recent AF mandates such as nuclear surety, cyber operations, irregular warfare, etc., enlisted personnel do not have the core expertise needed to address these more complex topics. Using Title 10 hiring authority is vital to addressing these complex, ever-changing demands for rapid curriculum innovation to meet AF needs.

Enlisted education doesn't result in the award of a graduate degree, thus there is not a compelling case for Administratively Directed (AD) teaching faculty. However, there is a significant need for AD personnel in administrative faculty and curriculum development and we have identified notional positions within enlisted education where the placement of AD faculty might be appropriate. We identified seven positions that include the senior Education Advisor at the Barnes Center Headquarters, three deans of academics from across the Center, and three within EPME

curriculum development requiring specific academic subject matter expertise to meet the complex educational challenges. The very nature of Title 10 positions would facilitate the hiring of qualified civilian faculty. Given that enlisted education programs are offered under the Air University umbrella, a regionally accredited institution, we're confident we'll be able to secure the faculty with the right credentials.

