**US ARMY COMBINED ARMS CENTER
LEADER DEVELOPMENT AND EDUCATION (LD&E)
US ARMY COMMAND AND GENERAL STAFF COLLEGE
FACULTY AND STAFF DEVELOPMENT PROGRAMS
(Effective Until Rescinded or Superseded)**

1. **PURPOSE.** This bulletin establishes policy for the CAC/LD&E Faculty and Staff Development (FSD) Programs.

2. **APPLICABILITY.** This bulletin applies to all personnel and agencies assigned to the US Army Command and General Staff College (CGSC) and, as appropriate, to the US Army Combined Arms Center/Leader Development and Education (CAC/LD&E). Some or all of the policy and procedures described in this bulletin may apply to the college teaching departments (DCL, DMH, DTAC, DJIMO, and DLRO), the Department of Distance Education (DDE), the School of Advanced Military Studies (SAMS), the School for Command Preparation (SCP), the School for Advanced Leadership and Tactics (SALT), and the Army Management Staff College (AMSC).

3. **REFERENCES.**

   a. Department of the Army Pamphlet 611-21, <u>Military Occupational Classification and Structure</u>, 22 January 2007.

   b. US Army Training and Doctrine (TRADOC) Regulation 350-70, <u>Army Learning Policy and Systems</u>, 6 December 2011.

   c. CAC, LD&E Bulletin 930, US Army Combined Arms Center Leader Development and Education (LD&E)/US Army Command and General Staff College (CGSC). <u>Curriculum Development: The Accountable Instructional System (AIS)</u>, 29 December 2010 (https://cgsc2.leavenworth.army.mil/dao/bulletins/index.asp).

   d. CGSC Pamphlet-690-1, US Army CGSC Title 10 Civilian Faculty Manual.

4. **OVERALL PROGRAM RESPONSIBILITIES.**

   a. The Faculty and Staff Development (FSD) Division is the proponent for staff and faculty development programs and instructor qualification in CGSC and CAC/LD&E.

   b. The complexities and challenges of the 21st Century have triggered dramatic changes within the walls of our Army learning organizations and caused transformations in the CGSC curriculum and faculty composition. These dynamic influences require a responsive faculty development program that promotes a

commitment to teaching excellence and supports the Teaching and Faculty Development Domains in the CGSC Faculty Credentials and Promotion Policy. The Faculty Development mission, goal, end state, and program requirements are described below.

c. Mission: To develop and qualify staff and faculty members and provide educational services that promote the development of world class staff and faculty in an educational center of excellence.

d. Goal: That everyone partner in the development of teaching and learning, regardless of school, department, team, subject matter expertise, or leadership role.

e. End state: A program that supports all staff and faculty members in maintaining their professional military and educational competency and reflects the tenets of the Army Learning Model 2015.

f. FSD will—

(1) partner with faculty in creating a positive environment for teaching and learning.

(2) ensure that the learning organization is using research-based best practices in all academic and faculty development programs.

(3) monitor and provide staff oversight for all CGSC faculty development programs.

(4) develop, conduct, and maintain College-level courses in faculty development, to include the following:

(a) Faculty Development Phase 1 (FDP1) (initial teaching preparation and qualification course),

(b) Faculty Development Phase 2 (FDP2) (foundational workshops),

(c) Faculty Development Phase 3 (FDP3) (authors course),

(d) Faculty Development Phase 4 (FDP4) (continuing professional development),

(e) Advanced Faculty Development (AFD) (requalification course), and

(f) Other courses and workshops as requested or assigned.

(5) conduct a thorough analysis of faculty and staff development needs; design, develop, and implement faculty development workshops as required to meet those needs.

(6) publish competencies, criteria, and standards for faculty performance.

(7) advise schools and departments on their respective FDP2 programs.

(8) provide continuing education opportunities through FDP4 to support faculty and staff in tailoring their individual development plans and to support the College's faculty and staff development program in conjunction with the schools and departments.

(9) provide faculty with a Faculty Portfolio and Faculty Development Handbook.

(a) Portfolios are maintained by the individual faculty member and periodically reviewed by the chain of command. The portfolio serves as a place holder for each faculty member's Curriculum Vitae (CV), Individual Development Plan (IDP), and other professional documents.

(b) The Faculty Development handbook serves as a useful reference for individual faculty members as they progress through the phases of faculty development.

(10) approve requests for award of skill identifier 5K (Instructor), and submit requests through the registrar to the Army personnel system.

g. School or academic department directors and The Army School System (TASS) battalion commanders will ensure the following are accomplished:

(1) All faculty members attend FDP1 prior to teaching. Within 6 months of completion of FDP1, faculty members must be observed by their senior rater, rater, or other qualified faculty member (e.g., an adjunct faculty member) at least three times for not less than 50 minutes per observation. Observers should use the Faculty Feedback and Development Database observation tool found at https://cgsc2.leavenworth.army.mil/CGSCApps /QAO/QAO_CO2.asp.

(2) Course-specific instruction (FDP2) is designed, developed, and implemented to support faculty development and complement a faculty member's Individual Development Plan (IDP).

(3) Course and lesson authors attend FDP3 prior to performing lesson or curriculum writing duties.

(4) School or department-specific faculty development programs (FDP4) are established to support the school's or department's needs and to supplement faculty members' IDPs. When appropriate, schools and departments will invite other staff and faculty to participate in their faculty development opportunities.

(5) Schools, departments, and teaching teams, in concert with the individual faculty member, define individual requirements to maintain currency and subject matter expertise, continue academic self improvement, and support the department/directorate and College. This collaboration will inform and help update

each faculty member's IDP. Resident CGSC faculty members should refer to the CGSC Faculty Handbook and The Faculty Promotion and Credentials Policy when developing or revising their IDPs.

(6) Teaching team leaders observe their teaching team members at least twice during the academic year. Team leaders should provide feedback to the instructors they observe using the Faculty Feedback and Development Database observation tool found at https://cgsc2.leavenworth.army.mil/CGSCApps/QAO/ QAO_CO2.asp. Team leaders should maintain a record of their instructor classroom observations.

(7) Faculty members provide and seek peer observations and feedback for self-improvement. Peer observations and feedback can help satisfy the requirements described in paragraph (6) above.

(8) FSD is notified when a faculty member completes the requirements for Skill Identifier 5K.

5. **INSTRUCTOR QUALIFICATION AND REQUALIFICATION.** CGSC and LD&E learning organizations require instructors, facilitators, and staff group leaders to be qualified through the faculty development program. Qualification requires completion of *both* Faculty Development Phases 1 and 2 prior to teaching.

a. **Faculty Development Phase 1 (FDP1)** is the entry-level course for new instructors. In FDP1, the new faculty member is introduced to the foundations of CGSC educational philosophy. FDP1 uses Small Group Instruction (SGI) to model teaching methods based on the CGSC Experiential Learning Model (ELM) and adult learning principles. Completion of FDP1 is required prior to teaching.

b. **Advanced Faculty Development (AFD)** is a requalification course for experienced CGSC instructors. In this course, instructors exchange perspectives and discuss advanced teaching techniques and relevant classroom management issues. Additionally, they provide and receive instructor and peer feedback regarding their use of the CGSC ELM. Instructors must requalify at intervals of at least three and not more than five years throughout their assignment as a teaching faculty member. Instructors who fail to requalify within the five year period may be removed from active teaching until they are able to do so. TASS instructors who fail to requalify in accordance with this bulletin may result in causing their region to not be accredited. Military instructors with less than 12 months until reaching mandatory retirement or voluntary retirement should not request to attend AFD to requalify, but should request an exception to policy if they wish to remain active instructors.

c. **Faculty Development Phase 2 (FDP2** is a series of Lesson Implementation Workshops (LIWs) conducted by the teaching departments that focus on lesson content. The schools, departments, teaching teams, and TASS battalions administer FDP2 following the guidelines of the curriculum or course proponent. In support of FDP2, departments, battalions, and the CGSC Quality Assurance Office provide mentoring and feedback throughout an instructor's tenure. FDP2 is a

recurring requirement that results from periodic curriculum updates, and typically is conducted every academic year. Completion of FDP2 is required prior to teaching.

d. **Skill Identifier 5K (Instructor certification, DA Pamphlet 611-21 requirements).** The CGSC goal is for all military instructors to earn the 5K (Instructor) Skill Identifier. For 5K certification, each military instructor must—

(1) Demonstrate competency to teach course objectives IAW para 4.g.(1) of this bulletin.

(2) Complete both FDP1 and FDP2.

(3) Intern for a period of at least six months. The six-month internship begins upon completion of FDP1 when the instructor's certificate is issued.

(4) Submit a request signed by his or her director or department head to the Dean of Academics, attention FSD, certifying accomplishment of the above requirements IAW DA Pam 611-21, Military Occupational Classification and Structure.

e. **Requalification.** There are three categories of faculty who require requalification:

(1) Faculty members who taught previously, departed, and returned with *less than* a 3-year time lapse. Directorates will forward to FSD the names of those faculty members who fit this category. These faculty members will demonstrate competency by conducting three 50-minute blocks of instruction for their department or TASS representative during their first six months of teaching. Individuals conducting the classroom teaching observations should use the Faculty Feedback and Development Database observation tool found at https://cgsc2.leavenworth.army.mil/CGSCApps/QAO/QAO_CO2.asp.

(2) Faculty members who taught, departed, and returned with *more than* a 3-year time lapse. Directorates will forward to FSD the names of those instructors who fit this category. FSD will either schedule them for Faculty Development Phase 1 or Advanced Faculty Development, depending on their previous teaching experience, operational experience in between teaching assignments, academic experience in between teaching assignments, and so forth.

(3) Faculty members who have *taught continuously at CGSC for 3-5 consecutive years*. These instructors have demonstrated an understanding of the CGSC teaching methodology and would not benefit from revisiting fundamentals in the basic course (FDP1). Directors and TASS battalion commanders will forward the names of instructors in this category to FSD. In most cases, FSD will enroll them in the Advanced Faculty Development course. Instructors who fail to requalify within 5 years of completing FDP1 may request an exception to policy from the Dean of Academics, but should discontinue teaching until meeting the requalification requirements outlined in this bulletin.

f. **Requests for Exception to Policy.** Military instructors with less than 12 months remaining until reaching mandatory retirement or beginning terminal leave should not request to attend the Advanced Faculty Development requalification course. If they wish to continue teaching until leaving active duty, they should request an exception to policy through the Dean of Academics. Civilian instructors with less than 12 months remaining until retirement should also not request to attend the Advanced Faculty Development requalification course. If they wish to continue teaching until retiring from federal service, they should request an exception to policy through the Dean of Academics. The requests for exception to the requalification policy described in this bulletin will be approved or disapproved based on the circumstances and salient factors; approval should not be considered automatic or even necessarily likely. Exceptions to policy will only be granted in rare cases. The Advanced Faculty Development course is intended for CGSC instructors for whom an expectation exists for continued teaching.

6. **LESSON/COURSE AUTHOR QUALIFICATION.** Prior to writing or revising curriculum, courseware, or lesson plans, instructors must qualify as lesson authors by attending **Faculty Development Phase 3 (FDP3)** and write a lesson in accordance with the CGSC Accountable Instructional System (AIS): Analysis, Design, Development, Implementation, and Evaluation (ADDIE) process.

a. In FDP3, lesson and course authors learn how to use the Accountable Instructional System (AIS)—the College's ADDIE process and guideline for course and lesson development. The AIS meets the TRADOC requirement for completion of an ADDIE process.

b. Prerequisites to enrolling in FDP3 are completion of FDP1 and a minimum of six months teaching experience. This requirement is based on the imperative that lesson and course authors use the knowledge acquired during FDP1 and their teaching experience to develop courses and lessons to achieve optimum student learning in an adult learning environment. An additional prerequisite is for military instructors to have at least 12 months remaining on active duty or before reaching the mandatory retirement date (MRD).

7. **ENHANCEMENT OPPORTUNITIES.** The **Faculty Development Phase 4 (FDP4)** program and additional workshops and courses ensure the staff and faculty have opportunities to continue professional development.

a. In FDP4, faculty and staff attend workshops, symposia, lectures, conferences, and other professional development activities. These opportunities contribute to maintaining their currency in professional military and educational topics. FDP4 is ongoing and allows faculty members to build their IDPs and augment, maintain, or improve their civilian and military education and participate in professional activities described in their CVs. Although FDP4 is managed by FSD, all schools and departments partner in the planning and implementation of these ongoing opportunities for professional development.

b. FSD will offer and assist in the development of courses designed to meet the needs of the faculty and staff as part of the FDP4 program. The topics may range from adult education opportunities provided by local colleges and universities to courses and workshops designed for or requested by individual proponents.

8. **PROPONENT**. The proponent of this bulletin is the Faculty and Staff Development Division, Dean of Academics. Submit recommendations for changes to the **Director, Faculty and Staff Development Division**, Room 4535, Lewis and Clark, 100 Stimson Avenue, Ft. Leavenworth, KS 66048. Phone (913) 684-4563/4564 (DSN 552).

FOR THE DEPUTY COMMANDANT:

Encl: Appendix A

WENDELL C. KING, Ph.D., P.E.
Dean of Academics
CAC, LD&E

Appendix A, SALT Faculty Development Program (FDP) Policy

1. **PURPOSE.** This policy serves as an Appendix to CAC/LD&E Bulletin No. 907, 10 June 2013, and establishes Staff and Faculty policies and procedures applicable to the School of Advanced Leadership and Tactics (SALT) and Captain Career Course (CCC) branch schools that execute the Mid-Grade Learning Continuum (MLC) Common Core (CC). The appendix specifically outlines SALT Faculty Development Program (FDP) processes and responsibilities for FDP1, FDP2, FDP3, and Train-the-trainer (T3).

2. **APPLICABILITY.** This appendix applies to all military, Department of the Army civilian, and contractor personnel who provide support to and/or execute instructional responsibilities in support of the MLC CC.

3. **REFERENCES.**

a. TRADOC TASKORD IN516896 Implementation of the Mid-Grade Learning Continuum for 2015.

b. TRADOC TASKORD IN1214634 - FRAGO 1 to IN516896 - Implementation of The Mid-Grade Learning Continuum for 2015

c. TRADOC TASKORD IN121463 - FRAGO 2 to IN516896 - Implementation of The Mid-Grade Learning Continuum for 2015

d. TRADOC Regulation 10-5-4, United States Combined Arms Center, draft 11 JUL 2011.

4. **OVERALL PROGRAM RESPONSIBILITIES.** Refer to specific CGSC, SALT, and branch CCC policies and procedures as they support the CAC, LD&E Bulletin No. 907.

a. CGSC Faculty and Staff Development (FSD) and SALT.

1) Provide and monitor FDP1, FDP2, and FDP3 training and certification programs. FDP4 and all remaining faculty and staff development functions and responsibilities remain a branch school responsibility.

2) Conduct T3 certification for branch FDP1 T3 personnel. Personnel with questions about the FDP1 program, who would like to request a slot in an FDP1 class, or who need information about FDP1 course start dates should contact CGSC FSD. When T3-qualified (see Figure 1), an individual can then conduct local qualification of additional staff and faculty personnel at the level of FDP for which they are certified.

3) Ensure designated T3 personnel are trained by a SALT-supported FDP2 Common Core certification workshop.

b. SALT.

1) Conduct Post Instructional Conferences (PICs) and Curriculum Design Review (CDR) each quarter and publish courseware updates annually.

2) Verify and monitor that processes are in place to qualify faculty in FDP1, FDP2, and FDP3 in support of the MLC CCC.

3) Conduct quarterly T3 update training via Defense Connect Online (DCO) for the MLC CCC.

4) Conduct quarterly FDP2 CC certification workshops via DCO, video teleconference (VTC), or mobile training team (MTT) to annually calibrate instructors at the schools and centers and provide each school with information on changes to CC courseware.

5) Provide dedicated school liaisons to participate (via VTC or DCO) as needed in branch-led FDP2 CC certification workshops.

6) Collaborate with each school and Center of Excellence to identify immediate and forecasted training needs each quarter.

c. Branch CCC schools.

1) Identify, assign (on orders), and maintain certified branch representative(s) to serve as Train-the-Trainers (T3) responsible for all levels of FDP. Personnel assigned may be the same or separate individuals (one T3 can be certified in all levels of FDP). The links to T3 assignment and acknowledgment memoranda can be found at http://go.usa.gov/2wxY and http://go.usa.gov/2wcJ.

2) Conduct local certification workshops, using certified T3s, in all levels of FDP to certify incoming personnel and support period course starts based on the extent of changes to either the MLC CC or branch material (see paragraph 5).

3) Require all Captains Career Course/Common Core instructors to be qualified in FDP1 and FDP2 IAW this bulletin prior to assuming instructor duties.

4) Require FDP2 T3 personnel to design, develop, and implement FDP2 (course-specific instruction) workshops to support branch CCC course starts. Refer to Figure 2: FDP2 Certification Workshop SOP for the specific purpose and conduct of FDP2 CC.

5) Conduct FDP2 MLC CC certification using FDP2-certified and experienced small group instructors (SGL), with a minimum of one completed 8-week class of the new Common Core using the SALT FDP2 required training products.

6) Collect evaluation data and submit to SALT liaison.

7) Identify modifications to FDP2 certification agenda needed at the local level and discuss with SALT liaison personnel to ensure certification objectives are met.

a) Modifications may include timeline (minimum time to cover all topics is determined to be 3 days or 24 hours) and concepts that can be taught across multiple days or split across weeks of in-service, as long as the entire courseware is covered.

b) Modifications may *not* include the elimination or reduction in the check on learning or formal assessment/evaluation. This component of the CGSC Experiential Learning Model (ELM) is required prior to certificates being issued.

5. **FDP2 MLC Common Core (CC) Certification Workshop.**

a. FDP2 of the MLC CC is intended to present course-specific content and methodology of the common core course and all associated lesson material. FDP2 CC certification workshops will address common core course and lesson concepts in a manner that ensures a basic level of standardization and quality across the instructor team, small group instructors, and staff and faculty for the 8-week Common Core.

b. General Guidelines. Branch T3s will follow the guidance listed below.

1) Conduct workshops encompassing the full scope of the CC courseware http://go.usa.gov/492P found on the SALT Sharepoint site.

2) Utilize SALT developed training agenda and certification products http://go.usa.gov/2wxe to deliver and showcase courseware through modeling of the ELM.

3) Require attendees to be prepared and well-versed in the full scope of the CC courseware (Sharepoint link above) and to actively participate using the Experiential Learning Model (trained in FDP1).

4) Retain attendee rosters for each workshop and require workshop attendees to participate in the full certification workshop to receive their certification.

5) Provide all attendees with the Informal Survey found at http://go.usa.gov/Tbvm

6) Conduct an AAR of at the conclusion of each workshop and provide AAR comments (standard format) to the SALT liaison for continuous quality improvement.

c. Workshop Process. FDP2 certification workshops address the following areas when conducting a local workshop.

1) Provide an overview of the course that outlines course scope and all blocks contained within.

2) Review the overall course assessment plan.

3) Review all blocks and corresponding lessons following the SALT CC course map.

4) Modifications to the course map, a block/lesson plan within the ELM (not TLO/ELO or assessments).

d. Block reviews will include an overview of:

1) Block scope and timeline.

2) Terminal learning objectives (TLO).

3) Formal block assessments.

4) Flexibility and modifications within the elm (not TLO/ELO or assessments).

e. Lesson reviews will consist of an overview of the subject lesson followed by a specific discussion of the conduct of the lesson. The conduct of the lesson discussion should include both content and teaching methodology.

f. The overview should address the below-listed items.

1) Introduction/scope.

2) Enabling learning objectives (ELO).

3) Assigned readings.

4) Formal lesson assessments.

5) Flexibility and modifications within the ELM (not TLO/ELO or assessments).

g. The lesson discussion should address the items described below.

1) Timeline; Conduct of the Lesson paragraph from lesson plan IAW *FDP3 Authors Handbook*.

2) Concrete experience, motivator, or instructional lead-in.

3) Key Socratic questions to transition to lesson material/presentation.

4) Overview of presentation/GNI (key slides).

5) Summary of material/develop phase and discussion of value/use of this information in the future.

6) Links to other common core block content and also to branch technical learning objectives.

7) Check on learning or formal assessment/evaluation and rubrics required found in the lesson.

5. **PROPONENT.** The proponent for this policy is LTC Sarah A. McMullen, FDP and CoE Liaison Program Manager, direct line (913) 684-2090, cell (913) 302-4964 or email sarah.a.mcmullen4.mil@mail.mil.

Figure 1: FDP T3 Prerequisites and Certification

	FDP1 T3 Certified (CAC/CGSC)	FDP2 T3 Certified (SALT MLC CC)	FDP3 T3 Certified (CAC/CGSC)
FDP1 Certified	X	X	X
CGSC T3 Certification Class (or local T3 certified)	X		X
FDP2 Certified in MLC CC		X	
FDP3Certified, CGSC *SITA or SATBC			X
Experience	Serve as an S&F or Training Developer representative (GS-1750) w/six months experience in the position.	6 months as instructor or curriculum developer for FDP, MLC CCC (SALT personnel), or Branch curriculum material	Serve as an S&F or Training Developer representative (GS-1750) w/six months experience in the position.
Position Selection	Personnel selected to serve as FDP1 T3 personnel should be full-time civilian personnel assigned to the S&F department of the CoE or branch.	FDP2 T3 Branch personnel should be a senior member of the faculty, staff, or instructional team (civilian or military).	
On Orders	X	X	X
Acknowledgment Memo	X	X	X

*Shot in the Arm (SITA) delivered MTT