

DEPARTMENT OF THE ARMY
USAWC & CARLISLE BARRACKS
CARLISLE, PA 17013

CBks Memorandum
No. 600-1

2 January 2001

Personnel - General
USAWC FACULTY PROFESSIONAL DEVELOPMENT

1. **BACKGROUND AND PURPOSE.** The Commandant's zero-based assessment in 1988 and the USAWC 1990 MEL-1 Report conclude that a top quality faculty is the most critical factor in accomplishing the College's mission to develop senior leaders and to conduct strategic research and analysis. (Quality practice in higher education likewise necessitating on-going faculty development.) Although highly qualified individuals are assigned to the USAWC faculty, the skills needed to instruct senior professionals in an active learning environment are unique. The breadth of subjects we teach also requires that individual subject matter expertise be continually improved. The development of our faculty is an inherent and indispensable responsibility shared by every member of the faculty, staff, and the chain of command. This memorandum outlines a program to ensure that our faculty is developed to the maximum extent possible. The purpose of the USAWC Faculty Development Program is to provide every staff and faculty member assigned, regardless of prior qualifications, continuous opportunities for additional professional development related to both USAWC-unique duties and individual military and/or civilian expertise and experience. The goal of the program is to ensure that every faculty member receives both the basic entry-level development needed to teach at the USAWC and a variety of additional opportunities which contribute to individual expertise and effectiveness.

2. **DISCUSSION.**

a. Faculty development is a tiered process which depends on frequent dialogue between faculty members and department chairmen or directors throughout the period of assignment. This system begins with a department chairman meeting with a faculty member at the start of his/her tour to delineate a development program that will enhance the faculty member's expertise over time. This could be done at the same time the OER Support Form,

or relevant civilian forms, are being reviewed or at some other appropriate opportunity. Newly assigned faculty come to the USAWC with a wealth of experience and competencies. However, they should capitalize on available opportunities for further professional development.

b. Below is a general framework for the faculty development process. It specifies four levels of development with associated responsibilities and illustrations of activities for each level. This list of activities is not meant to be all-inclusive.

(1) Level One constitutes general faculty development and is the responsibility of the Dean of Academics. Level One introduces new faculty to the USAWC instructional philosophy and methodology. All newly assigned staff and faculty are required to attend the New Faculty Orientation, normally held in late July, with supplemental sessions as needed during the academic year. This orientation covers all major USAWC academic programs and curriculum support activities in summary form, but focuses on the seminar learning environment, especially seminar dynamics and facilitation. Other Directorate of Academic Affairs (DAA) activities contribute to faculty development over time, such as writing standardization exercises, curriculum evaluation, and doctrinal reviews.

(2) Level Two is departmental faculty development and is primarily the responsibility of the department chairman or director, although there is also a role for both the course director and faculty "mentors" (if used by the departments). The purpose of Level Two development is specific preparation for assigned teaching and research responsibilities. The principal activities are training sessions conducted by course directors and instructional and research tips and techniques provided by faculty mentors. Other activities might include participation in conferences or workshops dealing with methods of instruction or appropriate academic disciplines and specific college courses directly related to teaching duties. Discussion of these activities should be part of the counseling process that takes place in conjunction with preparation of the OER Support Form (DA Form 67-8-1) or relevant civilian forms.

(3) Level Three is individual faculty development—the development of skills related to both subject matter expertise (SME) and present and projected faculty duties. This level of development is primarily an individual responsibility, but to be

successful, these activities have to be supported by department chairmen or directors. Activities in support of individual faculty development include opportunities for individual research and writing for publication, as well as participation in appropriate conferences, workshops, and professional education. In view of the academic inclination for faculty to be the chief expositors of their own craft, the requirement to research and write is highly important to faculty development. Other activities might include application for a specific educational opportunity through the USAWC's Research Grants Program, USAWC-funded attendance at selected programs, travel by FAOs in their region, staff ride facilitator, and outreach opportunities which allow USAWC faculty to interface with thinkers at civilian universities, research organizations, and other senior service colleges.

(4) In addition to research, writing, and outreach, other activities for this level might include participation in the PAO Speaker's Bureau, membership on the Contemporary Military Reading List Panel, Parameters Editorial Board, membership in civilian service clubs or professional organizations, and non-USAWC teaching at other Army schools or service colleges.

3. **IMPLEMENTATION.** No special forms are required for this program. However, informal, written faculty development records will be kept on all staff and faculty members with teaching, research, writing, or curriculum support responsibilities. Departments are encouraged to use a "progression chart" for new faculty. This should serve as a guideline for faculty development opportunities and be phased over the anticipated tour length. It should include a core program, which includes things the faculty member can expect to do each year. For military officers these informal records may include the ORB, DA Form 67-9-1, USAWC biography, and other documents showing prior education and qualifications. For civilian faculty, the USAWC biography will be supplemented by the Standard Form 171, the civilian job description and/or performance standards, and other documents delineating professional development goals and activities. The details of the faculty development process are left to the discretion of department chairmen and directors.

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4. **EXECUTION.** Implementation of this faculty development program will begin effective with receipt of this memo. Questions or comments should be directed to the Director of Institutional Assessment, Root Hall, Room B-222 (X-3365).

The proponent of this memorandum is the Directorate of Academic Affairs, USAWC.

FOR THE COMMANDING GENERAL:

/s/
CHARLES C. WARE
Colonel, IN
Deputy Commandant

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