

陸軍大學——複雜世界勝出之幹部教育

The Army University Educating Leaders to Win in a Complex World

譯者簡介



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We must continue to educate and develop soldiers and civilians to grow the intellectual capacity to understand the complex contemporary security environment to better lead Army, joint, interagency, and multinational task forces and teams. Therefore, we will reinvest and transform our institutional educational programs for officers and noncommissioned officers in order to prepare for the complex future security environment.

Secretary of the Army John McHugh

我們必須持續教育並培養軍職與文職，增強他們理解當前複雜安全環境的才智，以更好地領導我們的軍隊、聯合部隊、跨部會與多國特遣部隊以及各種團隊。因此，我們將加強投資並改造我們的軍、士官教育計畫，以便為今後複雜的安全環境做好準備。

陸軍部長約翰·麥克休斯

Beginning this year, the United States Army Training and Doctrine Command (TRADOC) is reorganizing the Army's professional military education programs into a university system to increase academic rigor, to create greater opportunities for accreditation, and to enhance the quality of the force. The Army University aligns the commissioned officer, warrant officer, noncommissioned officer, and civilian education programs across TRADOC under a



single academic structure with a consistent brand name. This alignment streamlines academic governance, reduces stovepipes, facilitates accreditation of educational programs, and provides the opportunity to propagate best practices rapidly throughout the force. This effort is the first major innovation of the Army's Force 2025 and Beyond initiative.¹ It is also a visible statement that the Army is making a greater investment in our soldiers through improved education to increase their competence, enhance their character, and strengthen their commitment to the Army.

美國陸軍訓練準則司令部（TRADOC，以下簡稱「訓準部」）於今年(2015)起，將其專業軍事教育改組成為大學體系，以增加學術嚴謹性，創造認證的機會，藉以提高軍隊素質。陸軍大學將訓準部轄下之軍官、准尉、士官、文職教育以同一名稱，納入單一學術結構。如此可以簡化學術管理，減少煙囪效應（譯註：鍋爐的煙從生成到排出都處於煙囪裡同一管道，與其他管道隔離，比喻一個組織無法與其他系統交流下，極易因而產生自我感覺良好、故步自封等弊病），促進教育方案的認證制，並且有利於經驗全軍迅速傳播。這是「2025年陸軍與未來方案」中第一項重大革新。¹這也是陸軍對我們官兵擴大投資的宣示，以經由加強教育提高陸軍成員的競爭力，淬鍊他們的性格，並鞏固他們對陸軍的承諾。

We are executing this change because our current system is inadequate for addressing the growing complexity, volatility, and uncertainty of the twenty-first century security environment, as outlined in the recently published U.S. Army Operating Concept: Win in a Complex World. Winning in the future will require "innovative, adaptive leaders and cohesive teams who thrive in those complex and uncertain environments."²

我們之所以作如此的改變，正如最近出版的《美國陸軍作戰構想：贏得複雜之世界》所強調的，是因為當前的制度並不足以應付21世紀，安全環境日益增加的無常及複雜性與不確定性。欲在未來中勝出，必須：「具備創新與隨機應變的幹部，有凝聚力的團隊，方能在複雜和不確定的環境中茁壯成長。」²

Preparing leaders with the right skill sets to meet the complex world of tomorrow demands change today. The students in our schools today will be leading our Army tomorrow. The command sergeants major of that future force are already filling the seats of our basic leadership

1 John M. McHugh and Raymond T. Odierno, Force 2025 and Beyond, Unified Land Operations, Win in a Complex World, October 2014, http://www.arcic.army.mil/app_Documents/TRADOC_AUSA_Force2025AndBeyond-UnifiedLandOperations-WinInAComplex-World_07OCT2014.pdf, 2015/4/17

2 Training and Doctrine Command (TRADOC) Pamphlet (TP) 525-3-1 The U.S. Army Operating Concept: Win in a Complex World (Fort Eustis, VA: U.S. Army TRADOC, 31 October 2014), 12.

courses as young corporals and sergeants. The brigade commanders of the Army of 2025 enter the U.S. Army Command and General Staff College this year. Building the right educational architecture for them and their peers is the most significant investment we can make to build the Army our nation needs for 2025 and beyond.

要為幹部備妥面對明日複雜世界應有的各種技能，今天就必須改變。今天的在校學生，都將在明日領導我們的陸軍。未來部隊裡的士官督導長，就是現在坐滿「領導統御初級班」教室裡，年輕的下士或中士。陸軍2025年的旅長，就是今年入學的指參學院學官。為這些學員及他們的同儕建立一套正確的教育架構，乃是建立國家2025年及其以後所需要陸軍，最為重要的投資。

Within TRADOC, the Army's colleges, institutes, schools, and training centers currently provide high-quality education and training to soldiers and civilians worldwide. However, this system is not optimal for developing the critical and creative thinkers the Army will require in the future. If not upgraded, it will gradually become less efficient and less capable of delivering the kind of educational experience our force must have to meet the challenges of the future.

目前訓準部所轄各陸軍院校、研究所、學校和訓練中心，為全世界軍、文職提供高素質的教育訓練。然而，這並不是一套培養陸軍未來所要的，具備批判及創造性思維的最佳系統。如果不加以升級，就會每況愈下，也難以傳授部隊未來面對挑戰所需要的經驗。

Defining the Problem 問題界定

Five underlying factors currently inhibit the Army educational enterprise from realizing its full potential.

當前陸軍教育體制無法全面發揮潛力的5大因素：

Industrial Age legacy. The previous professional military education system emerged more than a century ago when requirements for military leaders were very different. Consistent with the mass-production, industrial mindset of the time, the Army developed an assembly-line approach to education that focused on conforming to established procedures based around branch-specific expertise.

工業時代的遺緒：以往的軍事專業教育體系出現在一個世紀之前，當時對軍隊幹部的要求與現今有極大之差異。基於工業化時代大量生產的觀念，陸軍以生產線方式研擬出的教育，置重點於兵科專業知識為主的既定程序。

Army education has evolved in its approach as it has incorporated new learning techniques appropriate for the challenges of emerging operational complexity. However, it still remains



unduly constrained by a structural approach to its curriculum development process and a teaching methodology that is too rigid. It does not effectively cultivate or promote the kind of creative thinking and mental agility necessary to overcome the challenges of the future operational environment.

雖然陸軍為因應作戰複雜性產生的挑戰，引進新的學習技巧，教育上確有若干精進；然而，過度結構性的思維，課程和教學方法仍然過於僵化，不能有效地培育並提升克服未來作戰環境挑戰所必須的創造性及敏銳的心智。

Incoherent focus. The education effort within TRADOC today includes at least seventy schools and a large number of independent research libraries. Although there is extraordinary innovation occurring independently in these educational facilities, synchronization and coherence of efforts between them is spotty at best, resulting in tremendous inefficiency and needless duplication of effort. Moreover, bureaucratic stovepipes often inhibit diffusion of innovative best practices across the education enterprise.

失焦：訓準部目前下轄至少70所院校和許多的獨立研究型圖書館。雖然這些教育設施，各自有其重大的改革，但彼此之間未能同步與協力，導致效率低下和不必要的重複。尤有甚者，「煙囪式」的官僚體系，往往抑制了最佳的創新實踐在整個教育體系中擴散。

Lack of identity. Army education lacks identity as a unified institution as well as a widely recognized brand. Individual TRADOC schools and centers collaborate with more than ninety different universities and colleges across the country. The civilian institutions are often enthusiastic about working with the military. However, they often complain that educational partnerships with the Army are too often temporary and localized to specific installations. Due to the creation of The Army University, we now have a centralized "front door" to attract, manage, and optimize such partnerships to meet the needs of the Army, a feature we previously lacked.

欠缺認同：陸軍的教育無法被整體教育體制認同。訓準部轄下各學校及中心，分別與全國90所大學合作，民間教育機構相當願意與軍隊合作，但也經常抱怨這些合作多不長久，且侷限於若干特定的教育機構。陸軍大學創立後，可以改善以往缺失，將大門打開，吸引、管理，並優化這種合作關係至最適狀態，以滿足陸軍的需求。

Prestige gap in military education. The military community perceives that degrees and credentials from Army academic institutions carry less weight and prestige than those granted by the academic community. Army opinion surveys reflect that many soldiers do not regard professional military education as rigorous, valuable, or prestigious.³ This perception that Army education lacks the academic rigor of equivalent programs in civilian institutions is due to a misunderstanding of the accreditation process within the military.

軍事教育的聲望落差：軍方社群認為，陸軍學術機構的學位和證書之份量與聲望遠

比學術界授予的為低。陸軍的民意調查反映，許多官兵不認為軍事專業教育是嚴謹的、有價值的，或素孚眾望的。³這種陸軍教育缺乏與民間機構一樣嚴謹性的看法，乃源於對軍方認證制的誤解。

Poor accreditation. Agencies recognized by the Department of Education accredit less than one-fourth of existing Army education programs. This generates an enormous hidden cost as soldiers pursue degrees and skill-credentialing, needlessly having to complete courses in civilian institutions similar to instruction they already mastered in the military. It is not uncommon to find career noncommissioned officers with ample credit hours of education for formal recognition but no academic degree because those credit hours were acquired across a career in different programs at different installations. As a result, the Army routinely funds unnecessary and redundant education programs for soldiers because it has heretofore failed to provide them with academic equivalency credit hours for their Army education.

認證不足：陸軍的教育機構只有不到四分之一通過教育部認證，使得官兵在軍中已經熟稔的課程得在民間類似課程再作一次，造成增加了學位與技術證照龐大的潛藏成本。不難發現志願役士官教育得到正式教育認證足夠的學分數，卻無法得到學位，因為這些學分分別來自不同的學程與機構。導致陸軍必須為各種不必要、多餘的教育學程投注資金，因為軍事教育迄今未能提供與學術界相當的學分。

Why the Army Needs a University 何以陸軍需要一所大學

Strategists dating back to Sun Tzu have argued that victory in war goes to the society that can best employ its inherent strengths to produce strategic advantage. Winning in a complex world demands that our Army finds and leverages the strengths of the United States to produce a competitive military advantage.

溯自孫子以來的戰略家主張，戰時能善用其優勢以產生戰略優勢者勝。要在複雜的世界中勝出，我們的軍隊就必須尋找出美國的力量，轉變成具有競爭力的軍事優勢。

Over the last three decades, the United States led the world into the digital age by fostering a spirit of ingenuity, creativity, and innovation. Our world-class universities incubated this spirit. Today, the United States has the preeminent graduate-level education programs in the world.⁴ Its graduate schools are widely considered the destination of choice for foreign students able to

3 Joshua Hatfield, et al., 2010 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Education (Fort Leavenworth, KS: Center for Army Leadership, 2011), 4-10, http://usacac.army.mil/CAC2/Repository/CASAL_TechReport2011-2_ArmyEducation.pdf, 2014/12/13.



study abroad.⁵

在過去的三十年中，美國培育的獨創、創造與創新之精神帶領全世界進入數位時代。而我們世界一流的大學正是孕育這種精神之所在。美國今天所擁有世界最頂尖的研究所教育，⁴也普遍成為外國學生的首選。⁵

The U.S. advantage in higher education is not an accident of history. Other advanced nations abound with intelligent and dedicated critical thinkers as well as excellent schools of higher learning. However, our advantage stems from a U.S. higher education system that is built upon a proven model: the state university system. While there are many variants, this system organizes the academic efforts of each state into specialized centers of scholarly excellence. This collective approach produces a rate of innovation that is difficult to achieve in smaller, stand-alone programs. Consequently, the state university system produces high-quality critical and creative thinkers at a pace that makes it the envy of the world. Our goal is to apply this proven civilian model to the military education system to produce the agile and adaptive leaders required by the U.S. Army Operating Concept.

美國高等教育的優勢，並不是一項歷史的偶然。其他先進國家不乏有智慧且專攻批判性思維的思想家，以及優秀的高等院校，然而我們高等教育體系的優勢，根源於一個被認可的州立大學體系。雖然其中有若干變化，但此一系統將各州學術作為，整合成為學術卓越的專業中心。這種集體方法產生創新的速率，是小型、獨立的教育無法達到的。因此，州立大學體系培養高品質的批判性和創造性思想家的步調，成為全世界欽羨的對象。我們的目標就是將此一民間認可的模式，應用到軍事教育體系，以培養美國陸軍作戰構想所要求的，具備靈活性和適應性的幹部。

Why Now 為何選在此刻

There are two reasons we should act now. First, education is the most reliable strategic hedge in investment that the Army can make in the face of an uncertain future. In July 2014, the secretary of the Army called for a comprehensive strategy, oriented on the time frame of 2025 and beyond, which would "adapt the Army to a rapidly changing global security environment that is volatile, unstable, and increasingly threatening to U.S. interests."⁶ Central to this strategy is recognition that the Army will require expert critical and creative thinkers to serve as innovative leaders who thrive in uncertainty and chaos.⁷ Those with the potential to become

4 Susan Adams撰〈2014年世界頂尖大學〉(The World's Top Universities 2014)，富比士雜誌，2014/10/1。
<http://www.forbes.com/sites/susanadams/2014/10/01/the-worlds-top-universities-2014/>，瀏覽日期2014/12/13。

5 Derek Bok, 著，《美國高等教育》(Higher Education in America)，(Princeton, NJ: Princeton Press, 2013)，2。

such leaders are already part of our Army today. Consequently, adequately training leaders for the future must begin immediately.

我們必須現在採取行動，有兩個原因。首先，教育是陸軍面對不確定未來，最可靠的戰略投資。2014年7月，陸軍部長呼籲制定一套面向2025年以後的全般戰略，使得「陸軍可以迅速適應這種詭譎多變、不穩定、日益威脅美國利益的全球安全環境。」⁶這一戰略的核心在於認知陸軍需要批判性和創造性的思想家，能在充斥不確定與混亂環境中擔任領導。⁷那些具有潛力的幹部，如今已經是陸軍的一份子。因此，對於未來幹部的訓練已刻不容緩。

Second, history reveals that some of the best and longest-lasting transformations in military education occur in the aftermath of sustained conflicts. The Army today comprises a veteran force with real-world experience derived from years of sustained combat. Its experience informs our collective judgment, giving us a deeper appreciation for the complex and unpredictable challenges that lie ahead. This wealth of experience provides a fleeting window of opportunity to reevaluate and reorient our approach to education.

其次，歷史告訴我們，一些最佳和深遠的軍事教育變革，往往發生在長期軍事衝突之後。今天的陸軍尚有一批擁有多年實戰經驗的老兵，他們的經驗啟發我們的共同判斷，讓我們更深刻地認識今後的複雜和不可預知的挑戰。這些豐富的經驗讓我們重新評估和調整我們的教育方針，是一個稍縱即逝的機會。

Historical Precedent 歷史先例

The creation of a university structure to organize the educational efforts of a military department is neither new nor unprecedented. The Air Force established the Air University in 1946, and the Marine Corps activated the Marine Corps University in 1989. Both the Air and Marine Corps universities are useful models, and The Army University benefits from lessons learned in these organizations, such as avoiding the creation of an unnecessary bureaucratic structure.

由軍種將所有教育整合成為大學，並非史無前例。空軍在1946年就設立空軍大學，陸戰隊在1989年建立陸戰隊大學。兩者都是相當好的範例，陸軍大學可以從他們的組織學習到很多，例如避免建立一些不必要的官僚結構。

6 John McHugh and Raymond Odierno, "Force 2025 and Beyond-Setting the Course," U.S. Army Memorandum, 22 July 2014, http://www.arcic.army.mil/app_Documents/TRADOC_Memo_Force-2025-and-Beyond-Setting-the-Course_06AUG2014.pdf, 2015/3/5。

7 TP 525-3-1, 20.



The idea of an Army University dates back to 1949 when Lt. Gen. Manton Eddy, the commandant of the Command and General Staff College, proposed it to the War Department Military Education Board.⁸ Unfortunately, the broad geographic dispersion of the Army's premier schools and different institutional agendas prevented the development of a university structure at that time. However, advances in digital technology and distance learning now enable the necessary collaboration for a university without requiring physical colocation.

其實陸軍大學的概念，可以追溯到1949年，當時的指參學院院長曼頓·愛迪 (Manton Eddy) 中將，就曾向戰爭部軍事教育委員會提出建議。⁸ 可惜委員會認為陸軍當時的主要院校地理位置分散，且彼此需求各有不同，以致無法發展成為大學型態。但時至今日，數位科技進步，遠距教學已經可以讓大學一體成形，不必放在同一位置。

Strategic Vision 戰略展望

To remain competitive and relevant in the future, the Army must develop an education enterprise that blends the most effective elements of its existing academic programs with the structure and best practices of America's premier universities.

為了保持未來各方面的競爭力，陸軍必須融合美國一流大學目前最有效的學術計畫，以及運作最好的組織結構，來研擬自己的教育體系。

To achieve this, TRADOC is organizing its military education programs under a single university structure. Moreover, The Army University is operationalizing the Army's philosophy of mission command within the education enterprise.⁹ The university, led by a board of regents and a chancellor, will design broad educational objectives and standards, but it will allow the colleges the autonomy to develop the programs to implement those standards for their unique student populations.

為了實現這一目標，訓準部正將其轄下所有軍事教育計畫，整合成為單一大學結構。此外，陸軍大學將陸軍任務指揮理念融入其教育體系，使其更為具體化。⁹ 大學由董事會及校長領導，負責設計大方向的教育目標和標準，但允許各學院自主性發展能符合標準並滿足其獨特的學生群體的教育計畫。

8 Harry P. Ball 著《指揮責任：陸軍戰爭學院歷史》(Of Responsible Command: A History of the U. S. Army War College), (Pennsylvania: Alumni Association of the U. S. Army War College, 1983)。書中談及當時幕僚與陸軍戰院之間的拉鋸，造成提案失敗告終。

9 Army Doctrine Publication 6-0, Mission Command (Washington, DC: U.S. Government Printing Office, 2013), 1. 陸軍對「任務式指揮」的定義為：「指揮官以任務式命令行使其職權並下達指導，鼓勵靈活和適應性的幹部，在其企圖下主動遂行聯合陸上作戰。」

Scope 範圍

The Army University integrates all of the schools throughout TRADOC into a single educational structure, modeled after successful state university systems across our nation. This includes all elements of the commissioned officer, warrant officer, enlisted, and civilian education systems. It also includes educational programs in the active and reserve components, and the Reserve Officer Training Corps precommissioning program.

陸軍大學以全國最成功的州立大學體系為模式，將訓準部轄下各學校整合進入單一教育架構中。包括軍官、士官、准尉、士兵、文職的教育系統，同時也包含現役、後備役，及後備軍官任官前教育訓練計畫。

Army War College. The Army War College is an integral part of The Army University and serves as the enterprise coordinator for strategic education and research—while remaining a separately accredited and governed graduate college. As such, it retains a unique status as a direct reporting unit to the chief of staff of the Army. The commandant of the Army War College, however, also serves as The Army University's vice chancellor for strategic education, responsible for educating strategic leaders, providing enterprise-level guidance on strategic education across the Army, and conducting research for the Army senior leadership.

陸軍戰爭學院：陸軍戰爭學院是陸軍大學的一部分，負責整個教育體系戰略教育與研究的協調工作，同時也仍是一個獨立治理，及受認證的研究所。因此，該院仍保留可以直接向陸軍參謀長報告的獨特地位。陸軍戰爭學院的院長還兼任陸軍大學戰略教育副校長，負責教育戰略幹部，提供全陸軍戰略教育指導，並執行陸軍高階幹部之戰略研究。

Education for the Total Force. The Army National Guard and Army Reserve have long been equal partners in the professional military education system. The two are vital to The Army University and help connect the university with the nation it serves. Both organizations have many academic professionals who serve in both tenured faculty and senior academic administration positions in their civilian careers. They provide a valuable, untapped resource of expertise to help improve the quality of Army education.

全民武力之教育：陸軍國民兵和陸軍後備部隊長期以來一直是專業軍事教育系統的平等夥伴。兩者都對陸軍大學極為重要，有助於為國家奉獻大學的連接。這兩個組織有甚多學術專業人士，在民間職涯中擔任終身教職或高階行政職務。他們可以提供源源不絕的專業資源，來強化陸軍的教育素質。

Joint professional military education. Title 10 of the U.S. Code mandates specific



educational programs for the military services in order to promote greater interservice collaboration and understanding.¹⁰ The Army University will maintain close coordination with the Joint Staff J-7 through its membership in the Military Education Coordination Council in order to uphold these statutory requirements. However, the creation of The Army University also has the potential to improve the objectives of the joint education program. Current practice exposes officers to the "joint world" first at their intermediate level of education. Experience in the last decade of conflict suggests that some level of joint education may be valuable at the primary level of a commissioned officer's education as well as for enlisted soldiers, warrant officers, and civilian cohorts. While this concept requires further exploration, The Army University is uniquely structured to promote this change. As an institution that is accredited for joint professional military education with direct academic oversight of military education across all cohorts, The Army University serves as a direct link between the Joint Staff and educational programs.

聯合專業軍事教育：根據美國法典第10部，責成各軍種制定特殊教育方案，以促進軍種間的合作和瞭解。¹⁰陸軍大學將透過軍事教育協調委員，與聯七(J-7)保持密切協調，以維護上述法定要求。創設陸軍大學也具有提高聯合教育目標的潛力。目前的作法讓基層軍官以中等(聯合作戰)教育程度投入「聯合作戰世界」。過去十年的衝突經驗，顯示若干程度的聯合作戰教育，對基層軍、士官、准尉、士兵及合作民間團隊都深具價值。雖然此一概念有待進一步探索，陸軍大學則是唯一可以促進這一改變的結構。由於陸軍大學是經認可的聯合專業軍事教育單位，受到所有軍事教育合作團隊直接監督，也是聯合參謀本部與教育計畫間的直接連結。

The Value Proposition 價值主張

The creation of The Army University is both a symbolic and a substantive change in Army education. It is a visible symbol of the Army's commitment to education. As The Army University brand grows in stature, it will send a powerful message that all of the Army educational programs carry the prestige of an academically rigorous, nationwide institution, affecting soldiers across the Total Force by accomplishing the following:

陸軍大學的設立，不但是一種象徵，也代表陸軍教育的實質改變。這是陸軍重視教育的象徵，陸軍大學的品牌一旦響亮，將傳遞出陸軍教育學術地位的嚴謹性，及全國性威望的信息。藉由完成下列諸事項，全軍官兵都將受到影響：

- * supporting growth and development across a career of service in the Army.
- * 支持在陸軍整個職涯的成長與發展。

10 美國法典第十部，107章，建立軍隊所需之聯合專業軍事教育。

- * developing agile, adaptive, and innovative leaders through increased academic rigor.
- * 經由嚴格的學術要求，培養出靈活、應變和創新的幹部。
- * supporting the Total Army with increased educational opportunity for the Reserve and National Guard.
- * 增加國民兵及後備役陸軍教育機會，以支持整體陸軍。
- * enhancing the ability of soldiers to integrate their military and civilian education through receiving valid academic credit for their educational investment.
- * 經由讓官兵獲得受到認證的學分，增強他們整合軍、民教育的實力。
- * reinforcing a soldier-for-life philosophy through improving soldiers' ability to transition into quality employment opportunities after their service.
- * 增強士兵結束役期，轉換優質跑道的競爭力，使士兵樂於留營。

Additionally, The Army University positively impacts the operating force in the following ways:

陸軍大學對部隊之正面影響如下：

- * providing operational units with leaders who can improve and thrive in chaos and uncertainty.
- * 為作戰部隊提供能在混沌不定環境中成長茁壯的幹部。
- * increasing the rate of innovation in military education to be more responsive to the needs of operational commanders.
- * 增加軍事教育中創新的步調，以回應作戰指揮官的需求。
- * increasing foreign partnerships and regional studies, prioritized by Army service component command, to better prepare leaders to serve in regionally aligned forces.
- * 增加陸軍指揮部門最需要的國外夥伴關係與區域研究，以使軍官派赴這類地區部隊服務前已胸有成竹。
- * developing an educational common operating picture to enable shared understanding across the Army.
- * 發展出教育性的共同作戰圖像，使全軍得以具有共同的理解。
- * improving student research alignment with the needs of the operating force.
- * 精進學生的研究，使之與作戰部隊需求一致。

Like its civilian counterparts, The Army University fosters innovation by identifying best practices and facilitating pilot programs. This empowers subordinate schools through shared understanding, building a network both within The Army University and with other universities.

就跟民間的合作夥伴一樣，陸軍大學會先找出最佳範例，擬定試驗計畫，來培養創新能力(譯註：先導計畫又稱為適切性研究或實驗，是一種小規模，短期性實驗，幫助組織學習在計畫擴大時學習實務上如何運作)。為此將授權轄下各學校分享彼此認知，



並建立陸軍大學內部以及與其他大學的網路連線。

Resourcing Strategy 資源獲得策略

The 2014 Army Strategic Planning Guidance identifies the education of adaptive leaders as the Army's number-one strategic priority.¹¹ Achieving this goal will require sustained investment. Recognizing this change is being initiated during a period of fiscal austerity, a phased approach will defer initial costs through internal reprogramming as new ways of operating are tested. After two years of experience with the university concept, we will have a better sense of the minimum essential administrative requirements. The ultimate goal is to improve the overall quality of educational outputs through better use of existing resources.¹²

〈2014年陸軍戰略計畫指導〉確定了培育有應變能力的幹部，是陸軍戰略優先之首。¹¹為達到此一目標，必須持續予以投資。基於此一變革適逢預算緊縮期，區分階段執行，將會減緩初期成本，內部重新規劃的新方法已在測試中。經過兩年轉型大學的經驗，我們對降低行政需求，將會有更好概念。終極目標放在更有效運用現有資源，而整體教育產值素質更佳。¹²

Promoting Real Change in Army Education 促進陸軍教育之實質轉變

The Army University is more than just a name change and a staff reorganization. As the university matures, it will drive a number of substantive changes in Army education.

陸軍大學的設立，不單是名稱及幕僚組織改變，當陸軍大學日益成熟之際，將驅動不少陸軍教育的改變。

World class faculty. Superior teaching quality is a key driver for a university to achieve excellence.¹³ The Army University faculty includes a stable core of subject matter experts who are skilled in facilitating adult learning, augmented by military personnel with recent operational experience.¹⁴ While tremendous faculty fill our academic programs today, preserving and expanding that talent in a very competitive labor market requires significant effort. Increasing faculty development will provide substantial benefit to the operating force in other ways as the military faculty return to the force with improved communication, critical thinking, and research

11 John M. McHugh and Raymond T. Odierno, 2014 Army Strategic Planning Guidance, 18-19, <http://www.defenseinnovationmarketplace.mil/resources/ASPG2014.pdf>, 瀏覽日期：2015/4/17。

12 陸軍大學將於18-22年度「計畫目標備忘錄」(FY18-22 Program Objective Memorandum)提呈其他轉型預算。

skills. The Army University and the Army G-1 are working together to develop policies and regulations that attract, develop, and retain the right mixture of talented and relevant civilian and military faculty. Without an investment in faculty excellence, no amount of restructuring will produce the results we seek.

世界級的師資：優異的教學品質是一所大學邁向卓越的主要動力。¹³陸軍大學師資以一批熟稔成人教育又專精各領域的專家為穩定核心，加上一批擁有最新作戰經驗的軍職人員。¹⁴雖然今天已有龐大的師資足以擔任各學術課程的教學，但在競爭激烈的勞動市場上欲保留並擴大這些師資，仍需不斷的努力；加強師資培養，在某些方面對作戰部隊也會產生實際的好處，因為這些軍職教師回到部隊，都有極佳的溝通能力、批判性思考，及研究技巧。陸軍大學和陸軍人事部門(參一)正在合作制定相關政策和法規，以吸引、培養並維持優秀的軍、民師資正確組合。如果不投資優秀的師資，就無法產生我們重組所預期的效果。

External collaboration. The Army University leverages external collaboration to promote internal excellence through developing faculty exchanges, combined forums, and joint research. Tremendous opportunity exists with both public and private universities for training, cooperative education, research, internships, and more. At the same time, this network of partnerships connects the Army to an important segment of the society it serves.

外部合作：陸軍大學充分利用外部合作，通過加強師資交流、共同論壇，及合作研究，以提升內部卓越，與公私立大學之間，有相當多訓練、合作辦學、研究、實習等機會。同時，合作夥伴的網絡讓陸軍與社會有所連接，並且成為其中重要的一份子。

Accreditation. One of the most exciting benefits of The Army University is its ability to drive comprehensive, nationwide accreditation for Army schools and training. Rigorous external accreditation improves the quality of our programs, reduces educational expenses, and enables soldiers to leave the military "career ready."¹⁵ Equally important, The Army University also enables Army civilians to receive academic credit for professional military education. Accreditation increases recruitment and retention for both military and civilian cohorts by providing another venue to achieve educational goals while continuing to serve. It also motivates soldiers and civilians to complete courses important to the Army, which enables them to receive college credit for their efforts. With hundreds of courses in its portfolio and tens of thousands

13 Adams. Rankings of the world's best universities consistently show that those who are at the top of their professional fields are the best teachers.

14 TP 525-8-2, The U.S. Army Learning Concept for 2015 (Fort Eustis, VA: U.S. Army TRADOC, 20 January 2011), 27.



of students, The Army University generates momentum in the accreditation process in ways that were difficult for individual Army schools to manage.

認證：成立陸軍大學最令人興奮之處乃是可以帶動全國性全面對陸軍各級學校及訓練的認可。經過外部的嚴格認證，可以提高我們課程的素質，降低教育費用，並讓士兵離開軍隊時能「對未來職涯做好準備」，¹⁵陸軍大學同時也讓陸軍文職人員得到專業軍事教育的學分。認證制度可以提高軍職與文職人員的招募與留營率，因為可一面服役一面完成教育目標。同時鼓勵士兵與文職人員既完成陸軍所需要的課程，又可得到大學學分。陸軍大學有數百項課程，可以容納數萬名學生，透過認證過程所產生的動能，不是任何單一陸軍學校可以做到的。

Academic rigor. Accreditation of The Army University courses requires rigorous standards for student performance. Much of this rigor is already in place but demands a renewed emphasis. Soldiers will maintain a transcript from The Army University throughout their careers, reflecting their performance in Army educational programs. The transcript will enable better talent management through integrating a soldier's academic performance into his or her military record. Additionally, TRADOC and the Army G-1 are reviewing ways to improve performance reporting to place greater weight on academic assessment as an element of a soldier's total performance record.

學術嚴謹：認證陸軍大學課程，學生的表現必須達到嚴格的標準。許多這樣嚴格的標準已經存在，但需要更上層樓。士兵在其整個職涯中，都帶著陸軍大學的成績單，代表他們在軍隊教育中的表現。成績單隨著其服役紀錄走，有助於軍方的人才管理更精實。此外，訓導部和陸軍人事部門(參一)正在檢討如何將學業評鑑納入其績效報告中，並占有較大權重。

Academic research. The Army University enables faculty to publish, research, and design courses to develop "well-rounded, more-respected professors."¹⁶ Much of this is already occurring, but, too often our institutions do not support or encourage these activities. In addition, these activities promote collaborative research with private industry, academia, and Army institutions such as the Army Research Institute and the Army Research Labs. As part of this effort, The Army University will pursue congressional authority for the university president to accept grants similar to the current authority of the commandant of the Army War College.¹⁷

學術研究：陸軍大學教師必須能夠發表論文、進行研究，並設計課程，以培養「全

15 陸軍參謀長最近推動「終身士兵運動」(Soldier for Life campaign)，期使士兵、退伍軍人，及軍眷離開軍中前都能完成「職涯準備」(career ready)，陸軍大學的認證努力，就是支持此一運動。請參閱：<http://soldierforlife.army.mil/>, 2015/3/5。

方位，更受尊重的教授」。¹⁶這方面，很大一部分已經展開，但是往往我們的機構並不支持或鼓勵這些活動。此外，這些研究活動促進與民間產業、學術界、陸軍研究所、陸軍研究實驗室等軍事機構之合作研究。為此，陸軍大學將說服國會授權陸軍大學校長，能比照當今的陸軍戰爭學院的院長可以接受捐助。¹⁷

The Army University will also empower students to write, debate, and improve the Army profession by actively working to publish their professional research in the broad national security dialogue. To better facilitate this effort, we are combining Military Review and the Combat Studies Institute to form the Army Press. This publishing venue will generate high-quality, peer-reviewed literature from Army scholars.

陸軍大學將鼓勵學生撰寫、探討，並在國家安全對話中積極發表自己的專業研究，以提升陸軍專業水準。為此，吾人正在結合軍事評論雙月刊和戰鬥研究所，成立陸軍出版社。此一發表管道，可以讓陸軍學者們提出更多高品質的，可經同儕評議的論文。

Increasing the rate of learning innovation. Modern science has learned more about the brain in the last fifteen years than in all of human history.¹⁸ Educational science is rapidly evolving with the potential to transform the way we teach. The Army cannot afford to miss out on this innovation. With this in mind, The Army University will become the Army's center of innovation in the learning sciences and will empower and unleash creative educational approaches. It will do this by applying the philosophy of mission command across the educational enterprise to promote decentralized initiative-based on clear intent and trust among teams. To enable this internal networking, The Army University maintains an educational common operating picture to provide comprehensive awareness of every major initiative in Army education. These include best practices, pilot programs, civilian university broadening programs, and faculty exchanges.

增進學習創新效率：現代科學過去的15年中，對人腦已經有了超過整個人類史的理解。¹⁸教育學科快速發展促使教學方式不斷改變。陸軍不能錯失此一革新，陸軍大學將成為陸軍教育科學創新的中心，獲得釋放創新教學的權能，其方法是在整個教育體系中應用任務指揮理念，以明確的企圖與團隊間彼此的信任為基礎，推廣不待命令採取主動作為的作法。透過內部網絡，陸軍大學保持著共同教育圖像，隨時可以了解陸軍教育每

16 Robert Scales, "Achieving Strategic Excellence in Army University," War on the Rocks website, November 2014, <http://warontherocks.com/2014/11/achieving-strategic-excellence-in-army-university>, 2015/3/5。

17 陸軍戰爭學院根據美國法典第十部，§ 4417，授權可以接受研究捐助。理想上，陸軍教育機構應可在陸軍部指導下一體適用。

18 Michio Kaku, "The Golden Age of Neuroscience Has Arrived," Wall Street Journal (20 August 2014), <http://www.wsj.com/articles/michio-kaku-the-golden-age-of-neuroscience-has-arrived-1408577023>, 2014/12/13。



一重大作為的推動狀況，其中包括最佳的作法、先導計畫的執行、民間大學擴大合作計畫，和師資的交流。

Governing Structure 校務管理架構

Existing models in the Air, Marine Corps, and National Defense universities influenced development of The Army University governing-structure concept. In addition, we developed the structure after collaboration with the leadership of the California, Virginia, and Texas university systems, with the goal of employing common language to enable collaboration with other universities. A discussion of the major new leadership positions follows.

陸軍大學治校建構的研擬，深受空軍、陸戰隊和國防大學的現存模式影響。此外，為了與建立與其他大學合作的共同語言，我們更與加州、維吉尼亞州及德州的州立大學體系高層領導密切合作。以下討論陸軍大學主要的領導階層職務。

Board of directors. An Army-level board of directors led by the Army secretariat and chief of staff provides the strategic vision, strategic ends, and strategic priorities.

董事會：陸軍層級的董事會，由陸軍部長與陸軍參謀長領導，提出戰略願景、戰略目的，及戰略優先重點。

Chancellor. The TRADOC commanding general acts as university chancellor and provides the strategic direction and institutional policy; in execution, the chancellor reports directly to the chief of staff of the Army and board of directors.

校長：訓練準則司令部指揮官擔任校長，負責建立戰略指導與體制政策。在執行過程中，校長直接向陸軍參謀長與董事會負責。

Executive vice chancellor for training and education. The commanding general of the Combined Arms Center at Fort Leavenworth acts as executive vice chancellor for training and education, providing oversight of academic quality and support programs, university finances, future development of the university system, and public representation for the university.

教育訓練常務副校長：位於李文沃斯堡聯合兵種中心指揮官擔任教育訓練常務副校長，負責督導學術素質與支援計畫、大學財務、大學體制的未來發展，並對外代表大學。

Vice chancellor for strategic education. The commandant of the Army War College acts as the vice chancellor for strategic education and is responsible for the integration of strategic education throughout The Army University. The vice chancellor for strategic education retains academic governance over the War College and reports directly to the chief of staff of the Army.

戰略教育副校長：美國陸軍戰爭學院院長擔任戰略教育副校長，並負責陸軍大學戰略教育整合。副校長仍然主導戰爭學院的學術治理，並直接向陸軍參謀長負責。

Provost. The deputy commanding general for the Combined Arms Center-Education acts as university provost and is responsible for long-term continuity, excellence, and vitality of the university's academic programs. The provost also manages the Army Learning Coordination Council to synchronize education activities across the Army.

教育長：由聯合兵種中心副指揮官擔任，負責維持大學持續性、卓越性，及學術課程之活力。同時管理「陸軍學習協調委員會」，使全陸軍教育活動能同步運作。

Conclusion

結論

Every day, tens of thousands of Army soldiers and civilians participate in professional education programs across the globe, making the Army's educational enterprise one of the largest academic systems in the United States. Transitioning this complex global enterprise into a single university structure may seem daunting. The benefits of doing so, however, are too significant to ignore. Stewarding our profession demands action before rather than during or after a crisis. History shows that periods of significant change after sustained conflict open windows of opportunity. We intend to harness the energy and experience in our force to transform the way we educate Army leaders. Now is the time to seize this opportunity and prepare our profession for the uncertainty of tomorrow.

每天，有成千上萬的陸軍士兵和文職人員，在全球各地參加專業教育課程，使陸軍的教育體系成為美國最大的學術系統。欲將此一全球性的複雜體系，整合成單一大學架構，似乎是一令人望而生畏的工作，但其益處實在不容忽視。增強我們的專業，應該在危機發生之前，而不是期間或之後。歷史告訴我們，在經歷長時間的衝突後，正是推動變革的時機。我們打算利用目前部隊的能量和經驗，來改變陸軍幹部教育的方式。現在正是為應付不確定明天所需專業作準備的良機（美國陸軍大學組織架構圖如圖一）。

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