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UNTIL RELEASED BY THE HOUSE
ARMED SERVICES COMMITTEE
SUBCOMMITTEE ON OVERSIGHT AND
INVESTIGATIONS

STATEMENT OF
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PRESIDENT OF U.S. NAVAL WAR COLLEGE
BEFORE THE
SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS
OF THE
HOUSE ARMED SERVICES COMMITTEE
WAR COLLEGE HEARING
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PART I

Good morning, distinguished ladies and gentlemen of the Oversight and Investigations Subcommittee; I thank you for the opportunity to speak with you today about Professional Military Education in our Navy and the work of the team at the Naval War College in providing career-long educational opportunities related to the mission of the Navy in serving this people of this nation as well as providing professional and personal growth to all Sailors, officer and enlisted, throughout the course of the selfless sacrifice and service to our nation's security. My testimony is divided into three parts parallels the structure of Rear Admiral Ronald J. Kurth, USN when he hosted distinguished members of the House Armed Services Committee twenty-one years ago. First, I will address the five, main questions posed by the panel regarding our teaching of strategy, interagency and multinational aspects of joint matters, irregular warfare, language, regional and cultural knowledge and the faculty's careful balancing of the curricula between enduring and current challenges across the Navy's PME Continuum. Second, I will discuss the recurring themes of professional military education in the Navy, outlining our progress over the last decade. Third, I will describe the current missions and military education programs at the U. S. Naval War College.

The first question was whether the Naval War College taught strategy. Yes, the senior and intermediate educational programs are structured to develop a strategic mindset in our students, providing them critical frameworks for strategic analysis while exposing them to the great theorists on war. We aim to develop in our professional students the ability to make wise strategic choices and resolve tough problems in positions of strategic leadership.

The core curricula provides a full trimester of study with the faculty in the College's Strategy and Policy Department, whose course is modeled on the tutorial system of liberal education found at Oxford by a former President, Admiral Stansfield Turner. For our senior-level students, strategy in the Strategy and Policy course is the use of war for the purpose of long-term political success in the international arena. In it, the students examine the full array of the instruments of national power and the military and non-military dimensions of war through historic case studies that extend over decades. These cases incorporate prewar, postwar, and interwar periods, while retaining periods of war as the principal focus. Over these longer periods of time, the perspective on policy becomes quite complex and strategy itself is judged against the aim of policy. The faculty has developed a series of course themes, actually a compendium of grouped, key questions, which forms the analytical framework for strategic evaluation and judgment. For the intermediate-level students, the strategy and war course taught by the same faculty is more narrowly aimed at the interface between strategy and operations. After reviewing the strategic theorists, these students examine a series of case studies consisting of a different war each week, each with a different purpose. The focus here emphasizes the military instrument of power and the military dimensions of war while retaining the larger context of the non-military aspects of each. For both courses, students are asked to think in a disciplined,

critical, and original manner about the international strategic environment, about a range of potential strategies, and about the strategic effects of joint, interagency, and multinational operations.

The other two core courses present strategy from different perspectives. For senior students in the national security and decision making course, their final exercise requires each seminar to assess the security environment over the next twenty years and to then create a new national security strategy, national military strategy, and appropriate force capabilities to support the national military strategy, then brief them to panel of faculty members. In preparation for this capstone event, students examine grand strategy, explore the concept of strategy, and consider various schools of thought about international relations and how they play out as strategic designs. They examine the relationship between strategy, the allocation of scarce resources, and the development and maintenance of forces to effectively implement strategy. They also examine through case studies how senior leaders developed, implemented or interpreted strategy, whether at the national or operational level. For the intermediate-level students, the capstone final exercise requires each seminar produce and present an executive-level strategic estimate of the future security environment over the next eight years, a theater strategic vision that advances and defends U.S. national interests, and a prioritized list of new or improved concepts/capabilities necessary to advance the strategy within one of the five region of the world. The group must include the identification of performance measures that will be used to facilitate evaluation of the performance of the theater strategy. In this course, the focus is theater strategy and security through the lens of a specific regional commander. Students critically examine the role of strategy, regional awareness, national strategies, theater strategy tools, and theater security. The course also shows how strategic documents drive and influence military capabilities and resource allocation.

During their study of joint military operations, students examine how to wield the military instrument of power, in peace and in war, to achieve national policy goals, focused at two levels—theater strategic and operational. The JMO course enhances senior students' leadership skills and critical thinking abilities to plan theater strategies and translate them into naval, joint, interagency, and multinational operations. Throughout this course, senior students review the current theory of operational art, compare it to the doctrinal basis for contemporary application of military power, and begin to distill the next generation of doctrine for our armed forces. For our intermediate-level students, the joint maritime operations course is focused on joint operations at the theater- and task-force level; however, national-level strategy formulation, implementation, and campaigning are also discussed. The course explores the relationship between strategy and operations with an emphasis on how operational level planning and execution is informed by strategy and the critical nature of strategic guidance to operational-level planning and action.

The second query concerned how the College curricula embedded interagency and multinational perspectives and issues. Interagency and multinational themes are an important

part of the curricula. The rich diversity of the student body with international officers, civilians from several government agencies, and US military officers expands the opportunities for seminar discussion of these issues and enhances our approach of them.

The institutional dimensions of strategy, a theme in the strategy and policy course, provides an analytical framework to examine how decision makers, the armed forces, government departments and agencies, and non-government organizations all pull together their individual efforts to achieve overall policy objectives. Additionally, case studies are infused with the importance of understanding the international environment and the working of coalitions in determining the outcome of wars and preserving peace. Case studies reflect that America's wars were, have been, are, and will be coalition wars in the future.

The National Security Decision Making course examines how the interagency system helps the President in developing, coordinating, articulating and implementing National Security Policy. Moreover, the final exercise conducts a global security assessment and utilizes the regional knowledge possessed by both US and international students to guide seminar deliberations about what the national security strategy and the national military strategy should contain in order to increase its likelihood of success in tomorrow's global security environment.

Essentially, almost every session in the Joint Military Operations Department's curricula deal with interagency and multinational themes. All of the planning exercises and the capstone synthesis events are based on fictional scenarios in which the students develop plans in a multinational and interagency environment. Joint Interagency Control Groups are an important part of the coordination for planning operations. Additionally, students work with nongovernment organizations and private volunteer organizations to achieve success.

The third question involved how we teach irregular warfare. It is covered in both the core curriculum and many of our elective courses. In fact, one of the dedicated elective areas of study focuses on insurgency, counterinsurgency, terrorism, and counterterrorism. The College has long studied these aspects of irregular warfare, often as a supporting element to conventional military operations. In the last decade, however, the focused study of irregular warfare has had an increased emphasis.

The Strategy and Policy Department includes a diverse assortment of case studies focusing on irregular warfare and the challenges of countering belligerents that utilize irregular strategies. Students read Mao's famous study *On Protracted War* along with a number of other case studies involving irregular warfare including the American Revolution, the Chinese Civil War, the Huk Rebellion, the Malayan Insurgency, Vietnam, and current operations in Afghanistan and Iraq. The Joint Military Operations Department discusses irregular warfare in their sessions on insurgency and counterinsurgency, operational planning, campaigning, and countering global insurgency. Students read several case studies highlighting insurgencies and counterinsurgencies noting the regional and local forces that make each unique. The National

Security Decision Making Department covers irregular warfare tangentially in many of its sessions especially its impact on strategy and force planning in future wars.

In addition, in 2008 the Naval War College created the Center on Irregular Warfare and Armed Groups (CIAWAG) in order to promote and support research and teaching on irregular warfare and armed groups. The Center hosts a series of conferences that bring scholars, both American and international, together with military scholars and practitioners to analyze the national and international security challenges posed by armed groups and irregular warfare. CIWAG contributes to curriculum development in the strategy, joint military operations and elective courses.

The fourth question asked how the College incorporated foreign language, regional knowledge and cultural knowledge in our curricula. First, the Naval War College does not provide language training whatsoever. As part of the Navy's Language and Regional Expertise and Culture Strategy, formal language training is delivered in other forums and is not included in the Navy's Professional Military Education Continuum. However, regional knowledge and cultural sensitivity by deliberate design are evident throughout the broad range of the Navy's PME continuum. At each educational level, cultural proficiency is a continuing theme that is studied and explored.

Officers in the grades O5 to O6 complete senior-level PME and the requirements for JPME II in residence. Students are able to bring a broad perspective of regional and cultural proficiency to strategic assessments and problem-solving and have a basic understanding of the region and its military threats. They apply an analytical framework that incorporates factors such as geopolitics, geostrategy, society, culture, and religion in shaping the desired outcomes of policies, strategies, and campaigns in the joint, interagency, and multinational arena.

Officers in grades O3 to O4 complete intermediate-level PME and the requirements for JPME I either as resident students or nonresident students via the fleet seminar program, a web-enabled program, a CD-ROM program, or the Naval War College Program at the Naval Postgraduate School. Graduates have a basic regional understanding, know the military challenges, and are able to apply both cultural awareness and cultural sensitivity to planning and execution of naval and joint operations worldwide. Selected resident intermediate-level students also complete the Naval Operational Planner's Course. This course enables students to explore both naval and joint operational planning in greater detail and to gain an in-depth appreciation of the cultural factors that impact military operations in the region.

The electives program provides five regional Areas of Study Asia-Pacific, Greater Middle East, Africa, Latin America, and Eurasia. About 100 students per academic year chose one of the regional areas of study. They gain an in-depth understanding of the region and the factors that influence that region.

Officers in the grades of CWO4 to O3 and senior enlisted in the grades of E7 to E9 complete Primary PME via distance learning through the Navy Knowledge Online. Students learn about geopolitical structures and cultures in regions aligned with the Unified Command Plan such as the Greater Middle East, Eurasia, Asia Pacific, Africa and the Western Hemisphere.

Senior enlisted in grades E8 to E9 complete the Senior Enlisted Academy and achieve regional proficiency and cultural awareness in selected regional areas. The Naval War College has partnered with Senior Enlisted Academy to share expertise on both cultural awareness and cultural sensitivity.

Sailors in grades E1 to E4 complete Introductory PME on-line through NKO. These students learn about the importance of language and culture to expeditionary operations around the world. Sailors in grades E4 to E6 complete Basic PME through Navy Knowledge Online and are introduced to maritime-related regional studies and cultural issues.

The final question asked how the Naval War College balances between teaching enduring and current things. Throughout its history the College has held fast to the belief, first articulated by its founding president, Rear Admiral Stephen B. Luce, USN that “The War College is a place of original research on all questions relating to war and to statesmanship connected to war, or the prevention of war.” Admiral Luce intended students and faculty to develop a deeper understanding of the central element of the military profession. To do so, he initiated a holistic educational process which included the questions and methods of many disciplines used to examine seminal strategic issues. To hone the skills of abstraction and analysis required of higher level staff and command, reflection and study of history and case studies along with analysis and gaming of the embedded longer-term issues within their environmental context was paramount. The College follows that educational methodology today.

For decades, the College and its academic departments have practiced a disciplined and comprehensive approach to curricula development. Members of the teaching departments usually become quite committed to the collective enterprise of curricular development and teaching. The curriculum is constantly in some degree of revision because every faculty member is personally dedicated to the product.

The teaching departments emphasize faculty awareness of emerging issues that will affect the curricula. Faculty members not only design and constantly refine the curricula using formal and informal data, collected from internal and external sources, but they also establish a pattern of reaching ever-higher levels of academic excellence. Faculty members are actively engaged with the national security community and military leaders around the world as well as their peers in their respective academic or military fields. The Naval War College draws over twenty five guest lecturers each year, ranging from Combatant Commanders to prominent national security executives and politicians. This provides faculty and students a unique opportunity to remain at the forefront of national security issues.

Curricula currency and relevance are especially vital to a college whose students are high achieving, mid-career professionals. By encouraging their critical analysis and questioning, we often become the initial target of those improved skills. Yet, their feedback of the quality of the instruction and the relevance of the educational experience remains most positive leading us to the conclusion that we have achieved a solid balance between the enduring issues involved with the study of war and the challenges of the contemporary operating environment. Students discover for themselves the value of the critical frameworks provided through their studies to the emerging contemporary issues that they face as professionals. We aim to make them more comfortable in dealing with surprise, ambiguity, cultures and regions foreign to their own experience.

In carrying out its educational function, the Naval War College successfully prepares officers for the transition from duties in technical and tactical operations to responsibilities that require a broad understanding of national policy and strategy, resource allocation and management, and joint, interagency, and multinational combined operations. This kind of education does three critical things. It imparts a healthy skepticism about pat answers or easy solutions. In particular, it makes our students wary about received wisdom. Second, it exposes students to a tremendous variety of experience. As someone has said, "history has more imagination than any scenario writer in the Pentagon." In the summer of 2001 who would have predicted that by the end of the year Americans would be viciously attacked on their own shores by an enemy that has no capitol or conventional military force? And, within weeks of that attack, America would go to war in landlocked Afghanistan? And by the time the last fires of the World Trade Center were extinguished, that U. S. forces would be in Kabul? Third, a classical education makes professionals think differently. It prepares officers to continue self-education. And it makes them more intellectually adaptable as circumstances change and they confront surprise.

Recurring Themes in Professional Military Education

PART II

My predecessor, Rear Admiral Ron Kurth, USN, testified to the Panel On Military Education in 1988 that Rear Admiral Steven B. Luce, USN, founder and first president of the Naval War College “established it explicitly for the study of the higher aspects of warfare, grasped almost intuitively that naval strategy could only be understood by reference to the entire art of war and within the context of national and international affairs.”¹ Admiral Kurth then presented four recurring themes concerning (1) learning, (2) professional education, (3) national

¹ *Professional Military Education: Hearings before the Panel of Military Education of the Committee on Armed Services, House of Representatives, One Hundredth Congress.* Washington, D.C.: U. S. Government Printing Office, pp. 853.

security studies, and (4) jointness. As his thoughts remain valid today, I will present his conclusions and then indicate how we have improved the Navy's implementation of them over the last two decades.

About learning, "Admiral Luce made clear choices – a focused, holistic, long-term, active education and a balancing of scholars and practitioners and of professorial and collegial contributions to learning."² To the tension between training and professional education in a military career, Admiral Kurth indicated planning and management differentiate between "an examination of technique to a conceptual understanding of warfighting;" it is education which demands "abstraction and analysis as well as the cultivation of wisdom and judgment" that hones the mental skills required of higher levels of staff and command.³ The conceptual and long-term aspects of an integrated examination of strategy and warfare were paramount in national security studies, best pursued by a faculty composed of scholars and practitioners along with officer-students. Admiral Kurth stated "Our task is the study of strategy We believe we have largely achieved this objective by a study that is both theoretical and contextual—that is the derivation and elucidation of strategic concepts from a disciplined examination of history, case studies, and games and simulations."⁴ Admiral Kurth concluded with his belief that "Joint education cannot be separated from a general understanding of learning, professional education in general, and the organic qualities of an existent curriculum. . . what education ultimately contributes to a successful military commander and strategist is a habit of mind and judgment and not a checklist of requirements satisfied."⁵

These themes are at the root of the College's strategic tradition. Their purposes still resonates clearly today. They are the driving forces of the College's approach to education and research, analysis and gaming. This strategic tradition is more than rhetoric; it has a very practical and abiding influence in everything the College does. Over the succeeding years, the faculty has continued to mature and refine the curricula in the senior and intermediate level courses with embedded JPME. They continue to improve and have clearly adjusted to a quite different environment. These educational programs still, however, are designed to foster the required mental flexibility and discipline to cope effectively with the intellectual demands of addressing uncertainty inherent in issues addressed by those in positions of significant responsibility within the broader national security community in the United States and that of our friends and allies.

But not every officer has the opportunity to study war in the resident program at Newport. The Navy and the Naval War College recognized this fact early on and saw the importance of bringing professional military education to military leaders where they live and work. That effort first began in 1914 when the Secretary of the Navy ordered the College to prepare to

² Ibid., p. 855.

³ Ibid.

⁴ Ibid, pp. 856-857

⁵ Ibid., 858.

conduct extension courses by correspondence. The challenge has always been to ensure the quality of that nonresident education remained high despite the inherent difficulties. In the years subsequent to Admiral Kurth's testimony, the faculty also continued to mature and refine the nonresident intermediate program, ensuring the curricula derived from and closely paralleled that of the resident program. That diligence led to an improved program, which attracted students just as did the resident programs. Ultimately, the resident faculty directly involved themselves in the development and delivery of the nonresident educational programs. It was upon that solid foundation the Navy deliberately expanded the availability of professional military education until it evolved as an integrated system designed to create career-long opportunities for learning for every Sailor, officer or enlisted.

At the direction of the Navy's senior leadership, the Naval War College began expanding its nonresident opportunities in 1996. Over the next eight years, substantial investments were made to more than double the opportunities and provide better access to NWC faculty through an intermediate-level education with embedded Joint Professional Military Education Phase I. The original two modes of nonresident education dating back to 1914 have today evolved into four modern methods, three of which involve consistent interface with a NWC professor. The first major change in delivery mode came when the College established an additional instructional location on the campus of the Naval Postgraduate School in 1999. On campus NWC faculty delivered an intermediate-level course restructured as elective courses designed to be embedded in the School's graduate programs under its quarterly construct. In 2000, fifteen students completed the program, and in 2001 nearly one hundred finished it. Today, we average 330 enrollments per quarter in this program.

In 2001, with an eye toward embracing new technology in order to increase student throughput while retaining academic quality and rigor, the College introduced the Web-enabled Program. This internet-based instruction is taught by a professor to a cohort, or "virtual seminar" of about twenty students. This non-real time instruction uses an internet bulletin board methodology supported by the "Blackboard" learning management system. Students use books, readings and CD's to complement the Web instruction, and the entire program of three courses is designed for completion in 18 months. This top-notch, state-of-the-art program was fully embraced by naval officers as it had 250 students enrolled by 2003. The high educational quality of this program and its astute design earned the coveted *Crystal Award* presented by the Association for Educational Communications and Technology (AECT) in a hard-fought international competition among the leaders in distance learning.

In 2001, the College also extended eligibility for the masters degree to successful students enrolled in our nonresident seminars under the Fleet Seminar Program. This high quality program closely replicates the curricula and methodologies of the resident program, yielding an equivalent, graduate-level professional military education. Regional accreditation by the New England Association of Schools and Colleges confirmed its superior educational excellence. Today it is taught at twenty sites in the U.S., including all fleet concentration areas and some

single naval bases. The program typically offers about fifty five separate seminars annually in the three core courses. Seminars are comprised of about twenty students each and meet with their adjunct professor one evening each week for thirty-five weeks. There are 1,200 seats available nationwide each year.

In 2002, the Naval War College and the Naval Postgraduate School conducted a study of graduate-level education opportunities in the Navy. The Graduate Education Review Board Report of May 2002 served as the catalyst for the Navy's senior leadership to increase the in-residence opportunity for the intermediate-level program at Newport by one hundred Navy students over a five year period. Subsequently, the Navy increased its student presence at the Army's Command and General Staff College as part of the larger expansion of the Army students. These increases in resident and nonresident intermediate programs raised the educational opportunity to eighty-five percent.

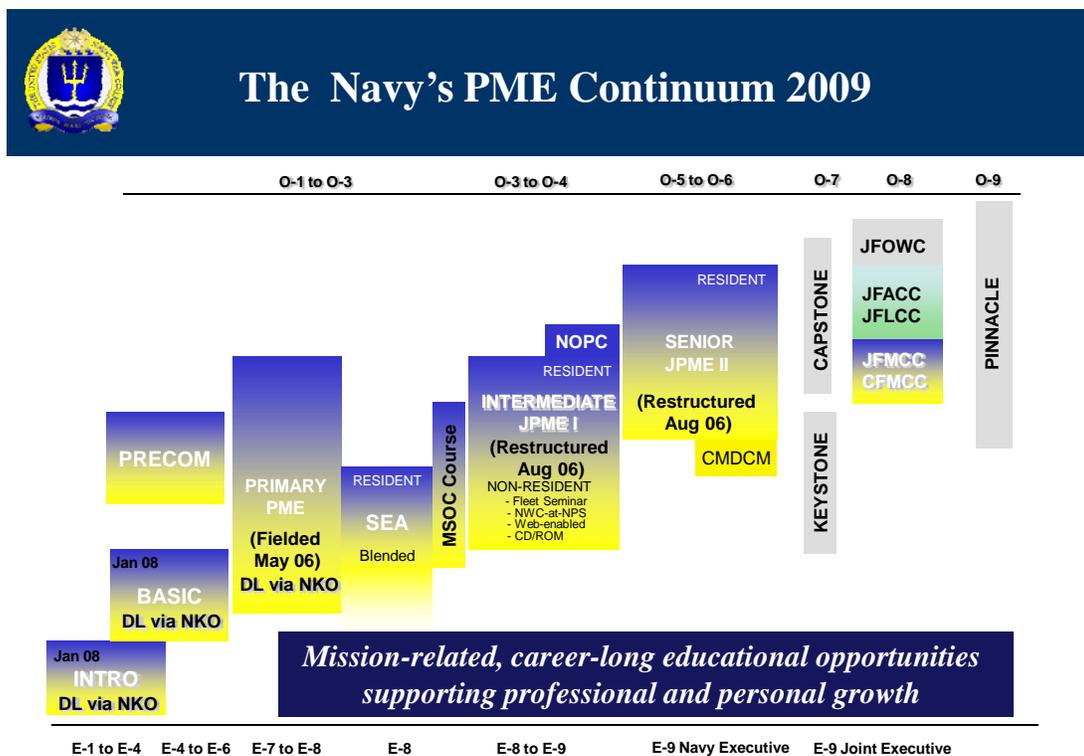
In April 2004, the final element of the reinvented nonresident program was fielded. The CDROM-based program made its debut with the expressed purpose of replacing the obsolete individual correspondence program, known unaffectionately as the "box of books." Deployment patterns, isolated duty stations, and unreliable connectivity to the worldwide web made it mandatory especially amidst the Global War on Terror to continue to offer an individually-focused, self-paced educational program to Sailors unable to participate in the other resident or group-based nonresident programs. Students use books, readings and CD's to prepare assignments and assessments that they then send to Newport by email. This program has seats for 600 new students each year and is designed for a 12-14 month completion time. This course, now presented in DVD format, seized the cutting-edge technology to incorporate in-resident lectures and panels into the distance learning arena.

By 2005 the paper Correspondence Program was ended, and 636 Web and CD program students joined 1,110 FSP and 313 in the NWC at NPS program, and 329 pursuing their NWC graduate degree for a record total of 2,388 students studying Intermediate PME with JPME Phase I through NWC's College of Distance Education. These numbers have increased every year since, with the Navy's increased emphasis on JPME I qualification and the Navy's PME Continuum, to a total of 3,449 students in the four intermediate level PME programs for this academic year of 2008-2009, and just over 1,000 graduates per year.

With a robust nonresident educational infrastructure in place, the Chief of Naval Operations, Admiral Clark, approved the Navy's Professional Military Education Strategy in July, 2004. The strategy created career-long educational opportunities related to the Navy's mission and supported the professional and personal growth of all Sailors, officer and enlisted. His decision created the Navy's PME Continuum and linked completion of professional military education to career progression and assignment. As a major step toward that linkage, he required completion of intermediate-level professional military education with JPME Phase I for assumption of

command as an unrestricted line Commander or its equivalent billet for the restricted line and staff communities.

As a result of this decision, the Naval War College was tasked to create two new officer courses, one for flag officers and a primary course for junior officers as well as create distinct curricula for the existing senior and intermediate courses. For enlisted Sailors, the Senior Enlisted Academy was the only professional military education opportunity. Three new courses had to be designed and fielded to meet the requirements of the PME Strategy. The President, Naval War College was assigned the responsibility for the Navy's PME Continuum depicted below in its current form.



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To ensure a logical, education progression, the College developed draft educational outcomes for the six major PME courses combining naval and joint requirements at every level. The President conducted a six month dialogue with key Navy flag-level leaders in the operating forces and the supporting establishment. The outcomes were refined, presented, and approved by the Vice Chief of Naval Operations with the full consent of his OPNAV "Board of Directors." Using those validated outcomes depicting what were the expectations of the graduates at each level, the faculty turned to the task of designing courses and creating curricula. A summary of the courses as they now exist follows.

The **Joint Force Maritime Component Commander Course** (JFMCC) prepares future three star officers for duties as Maritime Component Commanders by developing perspectives necessary to articulate effectively the role of the Maritime Component in the design and execution of campaign plans and theater-security efforts. Seminar forums led by our nation's senior joint leadership and facilitated by senior mentors and assigned NWC faculty facilitate discussion for attendees from all services. Sessions address the practical challenges of operational-level leadership and ensure the flag and general officers gain a high degree of confidence with the concepts, systems, languages, and processes required to employ naval forces effectively in a multi-service, multi-agency, and multinational environment.

The **Combined Force Maritime Component Commander Course** (CFMCC) additionally improves the effectiveness of senior leaders who routinely function together at the operational level by incorporating flag-level peers from partner nations into the student body. Normally, CFMCC courses are conducted with a regional focus in order to develop and deepen relationships based on trust and confidence, to serve as a forum to evolve combined maritime command and control concepts and mechanisms, and to advance the understanding of those security issues facing participating nations.

C/JFMCC courses last about seven days and are held at least semi-annually either at Newport or in the respective theater AOR.

The **College of Naval Warfare** (CNW) is a ten-month senior-level PME program with JPME Phase II designed to produce broadly educated strategic leaders who possess a strategic perspective, underpinned by strategic analytical frameworks. Graduates will apply disciplined, strategic minded, critical thinking to challenges in the multi-service, multi-agency, and multinational environments. Graduates will also be able strategic planners and joint warfighters who are effective maritime advocates. This course and the CJCS Standards are the focus of this study.

In the **Naval Command College** (NCC) senior international officers pursue eleven months of graduate-level study in residence. Annually, CNO personally invites his counterparts in selected countries to nominate students for the NCC. Begun in 1956, NCC's vision is to foster knowledge, friendship, and cooperation among navies from around the world. In so doing, NCC not only educates these officers in planning, decision making, strategic analysis, and naval and joint military operations but greatly strengthens understanding and builds trust and confidence between American and foreign officers.

International students are fully integrated with in their U.S. counterparts in the **College of Naval Warfare**. Although international students do not receive formal grades or a master's, they participate fully in all three core courses in the CNW program. They must complete all class and seminar exercises and writing assignments, and they receive written feedback from the faculty. NCC students are encouraged to enroll in electives.

The **College of Naval Command and Staff** (CNC&S) is a ten-month intermediate-level PME program with JPME Phase I designed to produce leaders who are skilled in warfighting, the joint planning processes, concepts, systems, and languages, and are capable of applying operational art in maritime, multi-service, multi-agency, and multinational environments. Graduates can apply disciplined, critical thinking from an operational perspective to the challenges associated with elements of the international security environment including the ongoing Global War on Terror, irregular warfare, Homeland Security and Defense, stability operations, humanitarian operations, and major wars, home and abroad. Graduates will be capable of excelling in command and operational-level staff billets on a numbered fleet, fleet, joint, interagency, or multinational staff.

International students are also fully integrated with in their U.S. counterparts in the College of Naval Command and Staff. These students are in the **Naval Staff College's ten-month program, NSC-10**. Their academic program consists of an orientation period followed by three trimesters of study of the CNC&S curriculum, supplemented by a Field Studies Program designed to promote understanding of U.S. institutions, society, and culture. In addition they will audit an elective in each trimester, one of which will be specialized study in operational law. Like their senior international officer counterparts, these students must complete the papers and examinations, which the faculty will evaluate, provide written feedback, but earn a diploma rather than a Master of Arts degree.

The **Naval Operational Planner Course** (NOPC) is a CNO-directed, thirteen-month course designed to develop operational-level leaders with depth in operational-level planning. The course prepares intermediate-level U.S. Navy and other-Service officers for assignment to operational planner billets on the staffs of the numbered fleet, naval component fleet, and unified (geographic and functional) commanders. It is a peer to the advanced war fighting schools of the other Services: Army's School of Advanced Military Studies (SAMS Fort Leavenworth), Marine Corps' School of Advanced War fighting (SAW Quantico), and Air Force's School of Advanced Air and Space Studies (SAASS Maxwell AFB).

The CNO approved this program in 1999. Each class of about thirty students (22 Navy and 8 other-Services (Army, Marine Corps, Air Force and Coast Guard)) begins in August, taking the core intermediate-level CNC&S course and three tailored electives. After completing the intermediate-level academic program, the NOPC students remain in Newport conducting a contemporary, real-world crisis scenario exercise and conduct crisis action planning & execution as part of a two-week game. Based on their game experience, they devote the remaining ten weeks to deliberate planning by writing a formal, maritime component commander concept plan (CONPLAN), which will result in the development/refinement of a real-world, operational plan. Navy graduates proceed to either planner billets on operational staffs, or warfare community assignments followed by operational planner tours.

The **Senior Enlisted Academy** (SEA) provides PME to Senior Chiefs and selected Chiefs in resident and blended education formats. While NWC has long provided faculty for key topics at SEA and a capstone war game event, the educational relationship is now deepening to ensure alignment within the PME Continuum. Further, the SEA Board of Advisors has broadened its charter to review and to advise on enlisted PME Continuum matters.

The Navy's **Primary PME Program**, which was fielded in May 2006, is uniquely designed to develop a shared understanding of Navy capabilities for the joint warfight by the Navy's deckplate-level leaders--chief petty officers (E-7 to E-8) and young officers (O-1 to O-3). It includes about seventy hours of computer time on NKO and is divided into individual lessons that each has a short assessment that must be completed before moving to the next lesson. A tailored version of the course with visual aids depicting enlisted surroundings, but delivering duplicate substantive material was released in January 2007. The Primary PME (Enlisted) course prepares the Chief Petty Officer for attendance at the Senior Enlisted Academy and further assignment as a senior enlisted leader in Navy and Joint billets.

Two enlisted PME programs, **Introductory and Basic PME**, were designed for sailors in the grades of E-1 to E-4 and E-5 to E-6, respectively. These courses were fielded in January 2008. The Basic PME is about 40 hours work on NKO, and the Introductory PME is takes about 20 hours to complete. Both of these courses enhance the understanding of naval and joint matters for the junior enlisted Sailor as he or she advances in their career assignments.

In summary, the faculty at the Naval War College at the direction of the Chief of Naval Operations restructured both in-resident courses and created two versions of flag level courses. For the Navy's nonresident and distance learning programs, they modified the Fleet Seminar Program and designed, developed, and fielded six new courses and programs to which Sailors responded by enrolling in ever-increasing numbers to further their professional military education and make themselves eligible for career advancement and joint job assignment. This incredible and unprecedented response to educational initiatives has resulted in an increase from 1,500 students in 1989 to a total of over 27,000 students studying for their naval and joint education in 2009.

PART III

I now turn to the third broad subject of this testimony, the mission of the College and our current professional military education programs. I will describe our mission, the curricula, our method of instruction, our faculty and students and close by describing other relevant activity at the College in order to give you a complete picture of the role the College and its educational programs along with its analysis, research, and war gaming activities support the mission of the Navy.

MISSION

The five major elements of the mission of the U.S. Naval War College are to:

Develop strategic and operational leaders: The College shall provide professional military education programs that are current, rigorous, relevant, and accessible to the maximum number of qualified U.S. officers and Navy enlisted personnel, civilian employees of the U.S. Government and non-governmental organizations, and international officers. The desired effect is a group of leaders of character who have trust and confidence in each other and are operationally and strategically minded, critical thinkers, proficient in joint matters, and skilled naval and joint warfighters.

Help CNO define the future Navy and its roles and missions: The College shall conduct research, analysis, and gaming to support the requirements of the Secretary of the Navy, the Chief of Naval Operations (CNO), the Combatant Commanders, the Navy Component Commanders, the Navy's numbered fleet commanders, other Navy and Marine Corps commanders, the U.S. Intelligence Community, and other departments and agencies of the U.S. Government. The desired effect is a program of focused, forward-thinking and timely research, analysis, and gaming that anticipates future operational and strategic challenges; develops and assesses strategic and operational concepts to overcome those challenges; assesses the risk associated with these concepts; and provides analytical products that inform the Navy's leadership and help shape key decisions.

Support combat readiness: The College shall conduct training, education, leadership and assessment activities to support the ability of the Navy's Joint Force Maritime and Navy Component Commanders to function effectively as operational commanders. This effort shall include supporting the needs of the Combatant Commanders, Navy Component Commanders, and the Navy's numbered fleet commanders for operational planning, analysis, and war gaming to respond to emerging operational requirements. The desired effect is to improve the capability of Navy commanders to lead maritime, joint and combined forces and their staff members to plan, execute and assess and function cohesively as a maritime headquarters organization.

Strengthen maritime security cooperation: The College shall bring together senior and intermediate level naval officers from other countries to develop leaders for high command in their navies; understand and evolve operational planning methods; create opportunities for expanded, high-level professional exchange through venues such as the International Sea Symposium, Regional Symposia, formal college-to-college relationships with international counterparts, international publications, and alumni relations; and establish a regional studies structure to focus resources for greater impact in building and extending maritime partnerships. The desired effect is to build more robust and productive international maritime relationships, to improve the ability to operate effectively with partner nations, and to improve maritime security cooperation.

Deliver excellent support: To discharge successfully these primary mission responsibilities, the College shall strive for excellence in organization, processes, and infrastructure to enable mission accomplishment. The desired effect is to remain an exemplary steward of the resources entrusted to us and fully accomplish our mission both efficiently and effectively.

The first mission function, developing strategic and operational leaders, is the main focus of our academic programs. This education effort is the principal responsibility of our academic faculty, but they are augmented in this endeavor by our research, analysis and gaming faculty. Nearly fifty per cent of the mission funding for NWC is dedicated to this education function.

VISION

The 2007-8 strategic planning process produced a new vision for the College, which reads:

The Naval War College will be the Navy and nation's first choice for educating and inspiring innovative leaders who think strategically, are masters of the operational art, and lead with confidence maritime, joint, interagency, and multinational operations to achieve national security objectives.

We will be foremost in providing the nation's military leaders and statesmen with rigorous analysis, independent research and robust war gaming to clarify and resolve critical national security issues. As the intellectual center of the Navy, we will play an indispensable role in developing leaders, crafting strategy, and building trust and confidence—the foundation of enduring relationships of inestimable value to our nation and the world.

Our purpose remains as clear today as when the college was founded: to lead the world in the conduct of “original research in all questions relating to war and to statesmanship connected with war, or the prevention of war.”

The short term challenge remains improving the physical plant, which was designed for three hundred students and now through a series of conscious decisions by Navy leadership serves over six hundred. The longer term challenge is to ensure the Naval War College is constantly working toward excellence in the classroom and our research and gaming efforts.

RESIDENT CURRICULA

The core course work for the senior and intermediate programs consists of three trimesters of study, plus three electives, one per each trimester. The senior course consists of three equal trimesters of about thirteen weeks each. The intermediate course has one longer trimester of seventeen weeks for the study of joint maritime operations and two other eleven

week trimesters. NWC develops the three core courses as independent courses of study to accommodate the College of Naval Warfare's unique system of matriculating and graduating students thrice annually in November, March, and June. While the courses are clearly interrelated, they are developed and delivered as independent courses. A speaker program and two professional conferences complete the College's academic requirements. International officers are embedded with the U.S. students for the entire academic year. The structuring of the course work permits one faculty, in one facility, to teach both senior and intermediate students, an effective and efficient use of resources.

The CNW/NCC **Joint Military Operations Course** refines military officers' critical and creative thinking skills under the umbrella of military problem solving: to enhance abilities to analyze and execute military strategy; to adeptly apply joint planning processes, and to creatively leverage the instruments of national power across the range of military operations; to strengthen leadership skills necessary to excel in major staff responsibilities and in theater-strategic positions of leadership, and to confidently act as trusted advisors to policy makers; to develop skilled senior war fighters, able to synthesize valid courses of action and to function in volatile, uncertain, complex, and ambiguous environments; to critical and creative thinking skills, especially the ability to evaluate a range of potential solutions to ill-structured problems.

The CNW/NCC **National Security Decision Making Course** educates military officers and U.S. government civilians in effective decision-making and leadership on security issues, particularly those involving force selection and planning challenges. The course pays special attention to: the changing domestic and international economic, political, and military environments affecting national security; major joint military force planning concepts, issues, and choices; the structure and process for planning and programming joint military forces and the interface of that process with the federal budget process; a conceptual understanding of the tools for critical thinking and deciding among complex defense issue alternatives; the context of and political, organizational, and behavioral influences on national security decision making and implementation; regional issues, interests, and cultural factors that affect U.S. policy making process; selecting leadership strategies to achieve key goals within complex national security organizations. The course is intended to expand the student's personal philosophy of what constitutes an integrative, balanced, executive point of view. The outcome of the course is an officer who is capable of successfully leading change in large, complex organizations poised to meet national security challenges in an uncertain international security environment.

The CNW/NCC **Strategy and Policy Course** focuses on educating students to think strategically; to develop a disciplined, critical approach to strategic analysis, to understand the fundamentals of military strategy, national policy, and the interrelationships between them; to appreciate the political uses of military power, and to become familiar with the roles of both military and political leaders in policy formulation, military planning, and the conduct of war. The outcome of the course is an officer who recognizes the value of and is capable of

dispassionate analysis of strategic issues and formulating strategic options and alternative strategies for achieving national policy objectives in war and peace.

An extensive **Electives Program** expands both the breadth and depth of the College's educational offerings by providing opportunities to explore subjects not included in the core curriculum or to investigate in greater detail specific elements of that curriculum. The elective courses are now offered in twenty-one distinct Areas of Study (AOS). The elective program this academic year offers fourteen areas of individual study ranging from five regional area studies, to leadership and ethics, Joint Warfare Analysis for the Commander and enterprise strategic planning, to operational law, insurgency and terrorism or information operations, command & control and battlespace awareness, and strategy, operations, and military history. There are also five Areas of Study designed for group study. Normally, interested students apply and then are selected to participate in the one of these programs. This year's programs include the Halsey Groups, the Mahan Scholars, the Stockdale Group, the Joint Land Aerospace, Sea Simulation and NOPC.

TEACHING METHODOLOGY

The seminar is the central focus for learning for resident students at the Naval War College. Seminar contact time and practical exercises, where the students are continuously together, are keys to the academic program's success. For those active interchanges, a well-constructed, relevant curriculum, that includes carefully selected readings designed to build the knowledge essential for informed discussion comprises the first essential element. The second element is a quality faculty member able to teach and lead a graduate-level discussion. The College has multilayered curricula and faculty development programs designed to sustain the relevance and currency of the academic programs and the individual faculty members. Curricula development, teaching notes, and faculty preparation all are premised on the disciplined work habits of the professionals who comprise the student body. The third and final element is the individual student's experience, preparation and participation. Their assiduous preparation and the high quality of their engagement add significantly to the quality of the educational experience.

While the seminar clearly predominates the in-resident educational experience, the faculty's curricula design uses a wide variety of learning methodologies including lectures, guest speakers, panel discussions, films, group projects, and war games.

The 15-person seminars reflect a robust mix of Services and the incorporation of international students into most seminars. Interagency representation is less prominent; but the College's academic leadership takes care to distribute such students to ensure maximum exposure. By reforming the seminars for each trimester, students are exposed to a broader array of their peers, providing further opportunities for building trust and confidence. Additionally, the elective program provides another forum for broadening student exposure and interaction, again remixed after each trimester.

Evaluating student performance is essential in judging the extent to which the College achieves its educational function of enhancing the professional capabilities of its students to meet the nation's national security challenges as leaders and decision makers. Assessing student

achievement within the core courses also assesses students' success in the joint professional military education learning requirements. Grading clearly sustains the academic rigor in the College's programs.

Each department establishes specific learning objectives linked to the Navy's educational outcomes for that particular educational level and then uses a combination of traditional graded events, such as papers and examinations, as well as ungraded events, to measure student and course achievement of those objectives. Two of the three departments end their courses with capstone events requiring students, individually and collectively, to apply their knowledge in practical exercises, where student learning outcomes including joint learning requirements are visible to the faculty. The third department curriculum uses an incremental process to evaluate the progress of students in applying the course's analytical constructs through a series of essays and a comprehensive exam. Again, student learning outcomes are clearly visible to its faculty.

The number and form of graded events varies by department and changes as the curriculum evolves; but these events consistently include both research papers and examinations. Two of the departments also assign grades for contribution in seminar, providing another means of tracking individual achievement with regards to required learning throughout the course. Equally important in assessing both student performance and the value of the curriculum are numerous ungraded exercises scheduled throughout the academic year, such as simulations, individual and group presentations, and role playing. These events are designed to determine how effectively students have assimilated and can employ the material presented in the curriculum. The combination of graded and ungraded events provides the faculty with substantial evidence of student achievement including joint requirements, and the students with substantive and continuous feedback regarding their progress.

A student is considered to have successfully completed the JMO, NSDM, and S&P course upon attaining a minimum final grade of B- (80%) for a Master's Degree, or a C- (70%) for an NWC diploma. Grade descriptions of what constitutes grade letters (A+ through F) are provided to each student in the respective syllabus. Elective courses, although graded on a High Pass/Pass/Fail basis, also require either examinations or papers.

The study of war and its prevention in the modern era is highly complex and demands rigorous intellectual preparation. The professional, active and ongoing dialogue on warfare conducted at Newport between and among the students and faculty, in and out of the classroom, is part of the College's strong and enduring strategic tradition. If for no other reason, graduate-level PME and JPME Phase I and II have a bright future at the Naval War College.

FACULTY

One of the enduring strengths of the Naval War College is its faculty. The College seeks to recruit, develop and retain faculty members that are best suited to the College's mission, functions and tasks as assigned to it by the Chief of Naval Operations. The faculty is thorough -- one might even say aggressive -- in assessing the performance of their students against the College's well-defined institutional standards.

This is noteworthy because faculty workloads remain substantial with the completion of the PME Continuum. This tension between workload and development continues to challenge the College's ability to sustain the kind of development program that it desires for its faculty; however, over the last two years there has been a better balance and considerable financial resources were devoted to faculty development. That said, this workload is appropriate to the College's mission and is manageable given that most faculty members have little direct role in the governance and administration of the College. To their credit as dedicated, well-qualified professionals, the faculty's effectiveness in executing these new tasks is high and their acceptance of the responsibility for ensuring that the content and methods of instruction to execute these new tasks meets or exceeds generally accepted academic and professional standards and expectations is noteworthy.

The professional qualifications, pedagogical competence, scholarly qualities, dedication, and enthusiasm of the teaching faculty have long been the primary source of the Naval War College's very high reputation in the world of professional military education and in civilian academic circles as well. That reputation helps the College to continue to attract and retain outstanding professors. Quantitative measures of teaching performance for all departments are regularly quite high confirming the faculty's teaching effectiveness. Graduates are exceptionally satisfied with their overall educational experience, the high quality of instruction, and, in the main, the honest feedback provided to them.

One key pillar of the College's strategic tradition established by Admiral Stansfield Turner, the College's thirty-seventh president, holds that "*Scholarship for scholarship's sake is of no importance to us. You must keep your sights set on decision making or problem solving as your objective.*" That said, scholarship remains vital to the rigor, relevancy, currency and quality of the College's academic programs as an important, supporting academic responsibility. The College has developed a systematic method of reviewing and approving individual faculty members proposed developmental plans to supplement its habitual, disciplined curricula development process. More than \$600,000 has been committed to faculty development during the last two fiscal years.

Indeed, the record of publication among the faculty as a whole is remarkable for a group whose main institutional priority is teaching. The College faculty includes established scholars of national and even international renown in such fields as maritime strategy, naval power, amphibious operations, joint military doctrine, space, civil-military relations, war planning,

strategic theory and practice, classical theorists of war, political philosophy, American foreign policy and military history, European diplomatic history and military history, politics in the Balkans and in Russia, Russian and Soviet military history, international relations in Northeast Asia, and Chinese foreign policy. Among younger members of the faculty are promising scholars in the fields of air power, proliferation of weapons of mass destruction, armed groups, insurgents, terrorist groups, ethnic conflict in the Middle East, Chinese history, and many others.

Faculty Profile

Civilian professors, U.S. and international military officers, and representatives from selected U.S. Government departments and agencies constitute the faculty. The College characterizes them as academic faculty or research faculty on the basis of their primary responsibility.

The academic faculty is largely located in the three core departments -- Strategy and Policy (S&P), National Security Decision Making (NSDM), and Joint Military Operations (JMO) or the College of Distance Education (CDE). Over the last two decades, the College has increased these core departments from eighty to one hundred and forty-two faculty members. As of the end of April 2009, the faculty of these three departments consisted of sixty-four military officers and seventy-eight civilians.

The faculty of the three core teaching departments comprises the bulk of the PME/JPME faculty. Military faculty members in the teaching departments at Newport are officers with the ranks of captain or colonel and commander or lieutenant colonel. All are graduates of war or staff colleges; almost all hold at least one master's degree, and some have earned doctorates. All are also proven performers in their respective operational arenas. Emphasis for selection to a faculty position is placed on O-5 or higher command experience, a joint or service component operational tour, a joint, service headquarters or Washington, D.C. tour, and completion of a senior service college. Waivers to this are granted when considered against other relative operational background experience. Forty-seven percent of S&P military faculty members have held O-5 command. All have the requisite PME and hold a master's degree with eighteen percent having a PhD or enrolled as doctoral candidates. Within the JMO Department's military faculty, sixty-nine percent have held O-5 command, and over ninety four percent are graduates of an intermediate or senior level service college and hold a master's degree; forty-one percent hold multiple master degrees. Sixty percent of the NSDM military faculty has had O-5 command and sixty-seven percent hold multiple master's degrees.

The College continues to encounter challenges in attracting the very best Navy officers to join the faculty since they are not credited with a joint duty tour as are their other Service peers. This makes the teaching assignment less advantageous and contributes to the perception within the Navy that assignment as a military faculty member at a Navy senior service college is, generally, not career enhancing.

For Academic Year 2008-2009, the military faculty staffing for the teaching departments is:

| Sea Services | | | | | | | |
|--------------|-----|------|------|-----|------|------------|-------|
| | USN | USMC | USCG | USA | USAF | Royal Navy | Total |
| JMO | 17 | 2 | 1 | 6 | 4 | 1 | 31 |
| NSDM | 7 | 1 | 0 | 4 | 4 | 0 | 16 |
| S&P | 11 | 1 | 0 | 3 | 3 | 0 | 18 |
| ----- | | | | | | | |
| Total | 35 | 4 | 1 | 13 | 11 | 1 | 65 |

Civilian faculty members are recruited from several sources: faculties at civilian academic institutions, the ranks of retired military officers, the business sector, and government agencies, such as the State Department. The last source provides only a small number, who are assigned to the College for a year or two. Typically, they have master's degrees but only rarely doctorates; they are valued for their professional experience in diplomacy or intelligence and often for their regional expertise as well.

Civilian faculty members who come from civilian academic institutions hold doctorates, almost always from the top doctoral programs in the United States or Europe. Nearly all have prior teaching experience and records of scholarly publication. Retired military officers who become civilian faculty members almost always have had experience as military faculty members, often at the Naval War College. Indeed, it is their record of excellence as teachers, not just their prior practical experience, training and education, which make them attractive recruits as civilian faculty members. While some may work toward their doctoral degrees, they are required to sustain the skills and expertise for which they were hired.

For civilian faculty, these departments seek an appropriate mix of expertise as well. For JMO, civilian faculty members all have a specialty which relates to the JMO curricula and complements the expertise of the military faculty. Twenty-two of the twenty-five civilian professors are retired military officers. All have significant and diverse military or military related backgrounds (e.g., Army, Air Force, Marine, Merchant Marine, etc.) which incorporate a broad range of tactical, operational, and joint duty experience into the overall skills base of JMO. All civilian faculty members have a minimum of a M.A. /M.S. and fifty-two percent hold a J.D. /PhD or are PhD candidates. Sixty-four percent hold multiple advanced degrees. Seventy-six percent were JPME Phase I or II qualified while on active duty and twenty-five percent were designated as Joint Qualified Officers or its equivalent while on active duty. There is significant previous joint duty experience among the civilian faculty.

The twenty-two civilian faculty members in the S&P Department all hold doctorates and are acknowledged experts in history, political science, or international relations. All come from prestigious universities or institutes. The civilian NSDM faculty members all have a specialty which relates to NSDM curricula and are proven experts in their respective field of endeavor. Currently, all NSDM civilian faculty members hold, at a minimum, a masters degree, while over seventy-one percent hold doctorates. Ten of the thirty-one civilians (thirty-two percent) are retired from the US military. Of the fourteen NSDM Department military faculty members, one hundred percent are JPME Phase I qualified and thirty-six percent are also JPME II and designated a Joint Qualified Officer or its equivalent. Of the thirty-one civilian faculty members, thirty-two percent completed JPME I educational requirements.

The College of Distance Education has twenty-six civilian faculty members in residence at Newport who administer and teach the College's non-resident intermediate-level PME/JPME I programs. Periodically, these on-campus CDE professors augment the faculty in the core teaching departments. Many of these professors also teach in the Elective Program. There are also eighteen faculty members who teach the College's intermediate-level PME/JPME I at the Naval Postgraduate School in Monterey, CA. There is one civilian faculty member in Washington, DC, who is responsible for coordinating and teaching in the non-resident Fleet Seminar Program in the Washington area.

The Center for Naval Warfare Studies (CNWS) includes twenty-seven military officers⁶ and thirty-six civilian faculty members⁷. Many research faculty members teach elective courses in the degree program; some of these courses are co-taught with faculty from the core teaching departments.

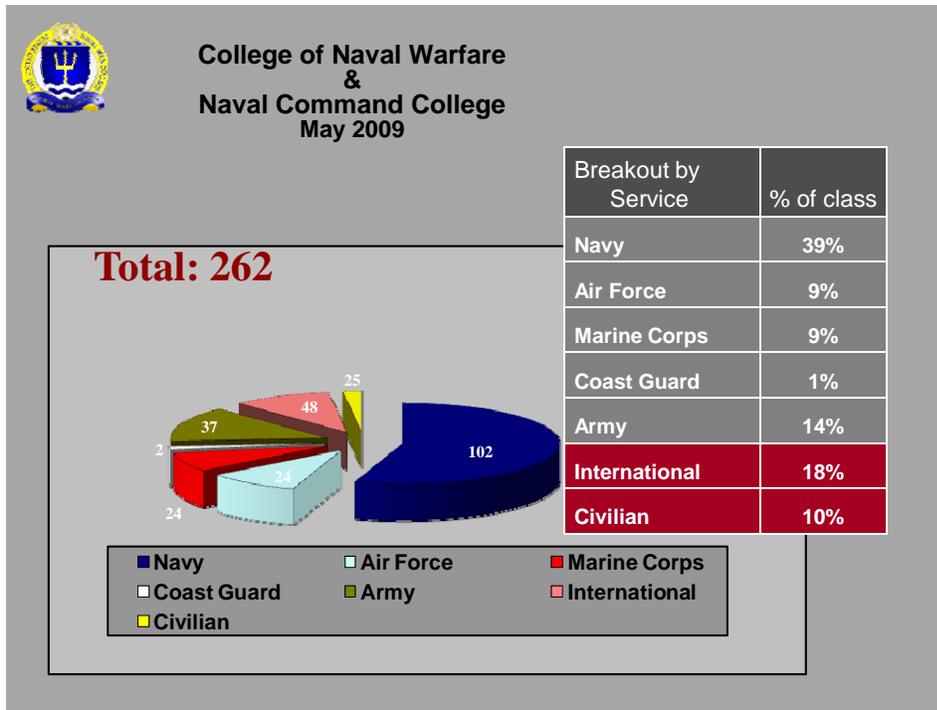
The College of Operational and Strategic Leadership has nineteen civilian professors, one of whom is in Annapolis, MD. Several of them teach electives and mentor the Stockdale Group in their group advanced research project. Three civilian professors are involved with the flag and general officer level courses taught at the College -- the Joint Force Maritime Component Course (JFMCC) and the Combined Force Maritime Component Course (CFMCC). Additionally, there is one military and nine civilian professors with the Maritime Staff Operator's Course (MSOC), and nine military and two civilian faculty members with the Assess and Assist Teams (AAT). In Newport, the Electives Program makes limited use of adjunct professors. There are no graduate teaching assistants in any of the academic programs.

STUDENTS

⁶ This level of manning constitutes a substantial decrease from the sixty-eight military officers assigned to CNWS in 1994.

⁷ This level of manning constitutes more than four-fold increase in civilian positions since 1994.

College of Naval Warfare Naval War College senior resident students are approximately forty-three years of age with established careers. Approximately sixty-five percent of the CNW student body begins their studies in August and graduates in June. The remaining thirty-five percent of the student body arrives either in November or the March. Consequently, class size, mix and characteristics for the CNW student body fluctuate within a relatively narrow band over the course of an academic year.

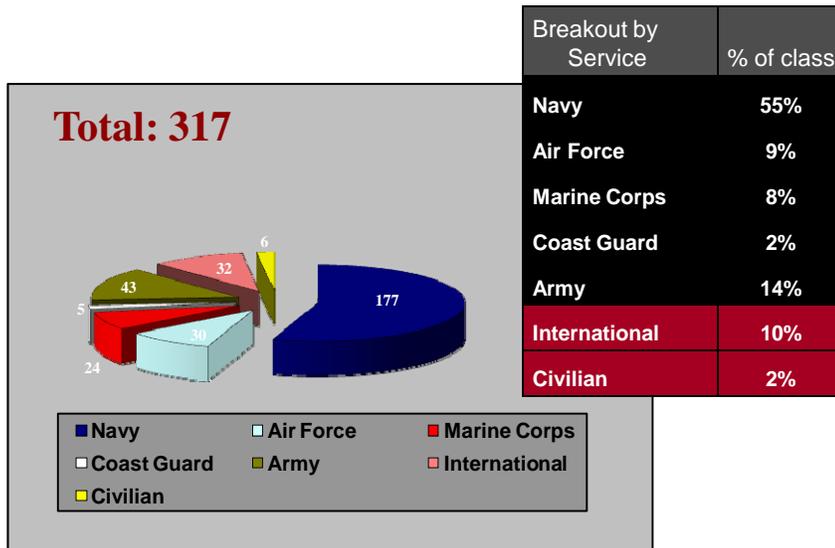


The 215 U.S. students in the College of Naval Warfare represent a robust mix of the military services with a solid representation from the federal civilian community. One hundred and two Navy students in the grades of captain, commander, lieutenant commander, and two, CNO-designated command master chiefs, comprise forty-seven percent of the U.S. student body and thirty-nine percent of the overall class. The twenty-four Marines in grades of colonel and lieutenant colonel make up eleven percent of the U.S. student body and nine percent of the overall class. The two Coast Guard officers complete the sea service representation. The sea services account for sixty percent of the U.S. student population and forty-nine percent of the overall senior-level student body.

The thirty-seven Army officers in the grades of colonel and lieutenant colonel represent seventeen percent of the U.S. student body and fourteen percent of the overall student body. The Department of the Air Force provides twenty-five officer students in the grades of colonel and

lieutenant colonel; they represent twelve percent of the U.S. students and ten percent of the overall student body. Twenty-five federal civilians comprise twelve percent of the U.S. student body and ten percent of the overall student body.

Naval Command College There are forty-eight international officers, each representing a different nation, in the senior-level international student body. They are the second largest element in the student body, accounting for nearly eighteen percent of the overall student population.



College of Naval Command and Staff. Naval War College intermediate-level resident students are approximately thirty-six years of age. Approximately sixty percent of the student body begins their studies in August and graduates in June. The remaining forty percent of the student body arrives either in November or February. Over ninety-one percent of the off-cycle students are Navy, but Marine Corps, Army, Air Force, and civilian agencies also take advantage of the opportunity to send off-cycle students.

The two hundred and eighty five US students in the College of Naval Command and Staff include representatives from all military services and several civilian agencies. There are one hundred and seventy-seven Navy students in the grades of lieutenant and lieutenant commander that make up fifty-six percent of the class and sixty-three percent of the US students. There are twenty-four Marines in the grades of major or lieutenant colonel who make up eight

percent of the class and nine percent of the US students. The five Coast Guard students represent two percent of the student body.

The forty-three Army officers in the grade of major represent fifteen percent of the US students and fourteen percent of the overall student body. The Department of the Air Force provides thirty officers in the grade of major and they represent ten percent of the US students and nine percent of the overall student body. Six civilians represent two percent of the overall student body.

Naval Staff College. There are thirty-two international officers each representing a different nation in the intermediate-level Naval Staff College course. They represent approximately ten percent of the overall student body.

OTHER FACETS OF THE NAVAL WAR COLLEGE

The Naval War College is more than a school house that delivers a curriculum; it is the Navy's "center of thought" that regards the generation of new knowledge as an integral component of high quality professional and graduate education. It has additional three major departments, the Senior Enlisted Academy, and hosts the Chief of Naval Operations Strategic Studies Group.

Center for Naval Warfare Studies

The Naval War College, founded as a "place of original research," has closely integrated research and teaching throughout its 125 year history. We regard valid research as an essential component of quality PME. To this end, virtually all faculty conduct research but we also have a full-time research organization called the Center for Naval Warfare Studies. This arm of the College supports student education through the development of core course segments such as the joint military operations planning exercise, international law sessions, electives in area studies and analysis techniques, and directed research programs. The synergy of teaching by means of research is powerful and distinguishes our institution from others. Moreover, because of the joint composition of our directed research programs, the documented actions by our graduates to maintain contact in their subsequent assignments constitute a channel of communication among operational staffs of different services that would not otherwise exist. The Navy has directly benefited, for example from the presence of Army officers in our Halsey directed research groups who suggested the application of existing Army systems to emergent Navy force protection problems. These suggestions led to actual fleet experimentation.

By virtue of integrating research and classroom instruction, the Naval War College has been throughout its history been influential in helping the Navy adapt to emergent strategic environments. Most recently, the College conducted the gaming and analysis that underpinned the new maritime strategy. This project was conducted as a joint, interagency and international

project, with non-governmental and commercial organizations brought in as well. Students participated. Actually helping to shape the future of the Navy in such a way increases the credibility and value of the teaching at the College. Moreover, because our research is also oriented on enhancing the operational readiness and effectiveness of the fleet, it deals with cutting edge issues such as hybrid warfare, piracy, the Arctic and many others. This makes the institution more vital and relevant.

The Naval War College is also a significant actor in forging a global maritime partnership for increased maritime security. Faculty from the Center for Naval Warfare Studies are constantly collaborating with counterparts in sister institutions around the world on common issues and functions such as war gaming, counter-piracy, international law and research techniques. It is in no small part due to the actions of our research faculty that the relationship between the U.S. and Mexican navies has, in the last several years, attained unprecedented levels of interaction and interoperability. As an acknowledged world leader in war gaming, the College has not only played a significant role in the rebuilding of the New York City fire and police departments after 9/11, it has become the "institution of record" for providing war gaming and seminar support to the Proliferation Security Initiative. The language skills and regional expertise of the research faculty facilitate the development of collegial relationships with both military and civilian institutions around the world. Especially significant is our China expertise, and we not only study Chinese Maritime developments, we have established useful relationships with scholars and naval officers there; contributing in a material way to the reduction of misunderstanding and suspicion between our navies.

The Center for Naval Warfare Studies consists of six core departments supported by two detachments from external commands and two operational support officer units.

The Strategic Research Department consists of twelve civilian and two Navy faculty members and focuses principally on regional security studies. Its mission is to produce innovative strategic analysis for Navy, DoD and the broader national security community. SRD faculty teach several electives and either lead or participate in all of the College's regional study groups. Especially noteworthy is the department's language capability, which includes Chinese, Japanese, Russian, French, German, Korean, Spanish, Arabic, Turkish, and Farsi.

The International Law Department is a focal point in the Navy for the study of international law and oceans policy as they affect US military policy, strategy and operations. Led by a civilian professor, it is normally staffed by a uniformed lawyer from each Service. It advances the understanding of international law and oceans policy through research, publication, teaching, and international engagement, and helps shape the development of international law and oceans policy throughout the world to promote the rule of law.

The Warfare Analysis and Research Department consists of nine faculty and two technical staff that support advanced student research and maintain the Decision Support Center, a world-class conference facility. The College's Advanced Research Groups focus on the operational level of warfare informed by classified tactical knowledge coupled with a clear understanding of the strategic environment where U.S. naval forces will be operating. Two of the groups draw heavily upon country-specific and regional expertise of the faculty including the college's regional studies groups. The joint composition of each group enables them to apply an expansive joint and interagency approach to the challenges they are addressing. They continuously look at a broad spectrum of warfighting -- from high-end, technologically focused issues to asymmetrical and irregular warfare challenges and adapt contemporary lessons to the enduring elements of warfare. This has resulted in their research findings being highly sought after by senior leaders

The War gaming Department is the most well-known and respected organization of its kind in the world. In addition to supporting various teaching departments with war games, this department provides extensive support to the Navy Staff, the operational fleets and a host of other organizations inside and outside the Navy. The department has twelve civilian, three contractors and seventeen military faculty members, thirty enlisted staff, three government civilian technicians and thirteen contractor technicians. Housed in McCarty-Little Hall, designed and built as an advanced war gaming center, the department operates a three-hundred workstation self-contained gaming network and an extensive array of audio-visual technology to simulate the modern operational staff environment. The department conducts over thirty games in a typical year as well as numerous other events such as conferences and tours. It is also notable that the department frequently supports the gaming efforts of allied nations including India, Japan, Uruguay, Norway and Mexico.

The Maritime History department consists of a world renowned naval historian and one other faculty member that directs and manages the Naval War College's maritime history and sea service heritage program. The Department serves as the central resource and contact point for the entire Naval War College in matters relating to maritime history and has particular responsibility for implementing and coordinating the College's research and writing program in this area, for its collections of historical materials, art work, artifacts, and documents, and for their use and display.

The Naval War College Press publishes the Naval War College Review, a quarterly professional journal as well as a series of monographs on naval subjects entitled The Newport Papers. The NWC Press also publishes a series of short monographs on Chinese maritime developments as well as an occasional book. The Press' experienced staff is expert on naval and maritime subjects and makes the NWC Press a focused and highly respected forum for rigorous naval thought. It is broadening its reach through a web page and other internet media.

The Office of Naval Intelligence Detachment Newport provides the College with a wide range of intelligence support. The detachment is comprised of Navy intelligence, information warfare and surface warfare officers, enlisted intelligence specialists and civilian analysts.

The Navy Meteorological and Oceanographic Command supports a small detachment at the College that provides environmental information for war games and research as well as general support to the College.

College of Operational and Strategic Leadership

Key tenets of the College's intermediate and senior courses have been the development of operational and strategic level planning, decision-making, and leadership. NWC has considerably expanded its reach in developing such expertise at the operational level of war with the establishment in 2006 of the College of Operational and Strategic Leadership (COSL). COSL aims to improve the capability of Navy commanders to lead maritime, joint, and multinational forces as well as improve the capability of Navy staff members to plan, execute, and assess and to function cohesively as a maritime operations center. The faculty is focused on supporting combat readiness at the operational level of war through the following:

The Navy's C/JFMCC courses are executive level PME/JPME for U.S. (JFMCC) and International (CFMCC) flag and general officers designed to prepare them for theater-level combat leadership and broad perspective of operational and strategic levels of war. The College runs two or three annually with JFMCC courses normally done in Newport and the CFMCC courses within a specific area of responsibility.

The Maritime Staff Orientation Course (MSOC) provides organizational and individual-level education and training in planning, execution, and assessment functions and tasks for Navy leaders assigned to a Maritime Operation Center (MOC) or other operational level maritime staffs. These five-week long courses are for Navy Chiefs and officers en route to a MOC or operational level maritime staff. Student throughput is currently programmed for about seven hundred students annually.

The Assess & Assist Team (AAT) works with MOCs and operational level maritime staff in order to develop and maintain capability to enable the Navy to comply with Secretary of Defense and Fleet Force Commander's requirements for certification of JFMCCs, Navy Component Commands, and other maritime operational level commanders. In order to bolster Navy competence at the operational level of war, AAT supports the Navy's ongoing certification and accreditation cycle and conducts staff assist visits for Navy operational commanders.

This College also established and manages the CNO Senior Mentor Program. These senior mentors support C/JFMCC, MSOC, & AAT by providing experienced senior leadership

well imbued with historic operational level challenges, currency with ongoing challenges, and a key source of Joint/Interagency interface.

The COSL faculty and staff also conduct strategic planning and policy development for leadership and ethics education and character development as they pertain to the College's responsibility for developing operational and strategic level leaders. COSL faculty teach and mentor students selected for the Stockdale Group, develop the annual leadership and ethics theme, and then execute the ethics conference and ongoing panels and speakers throughout the academic year.

Regional and International Programs and Outreach Supporting Maritime Security Cooperation

The Naval War College is also a significant actor in forging a global maritime partnership for increased maritime security. The College builds on fifty-three years of global cooperation via international programs. More than 125 nations have sent over 3500 of their finest officers to study in one of our three international academic programs. Fully fifty per cent of these have become flag/general officers and ten per cent have risen to the top leadership position including twenty alumni currently serving as chiefs of their own service. After retirement, many go on to further prominence as ambassadors, cabinet ministers, businessmen and heads of state.

In addition to the formal PME academic programs for international students, the College is involved in a number of activities and engagements designed to build trust and collaboration with maritime partners worldwide. NWC faculty are constantly collaborating with counterparts in sister institutions around the world on common issues and functions such as curriculum design, teaching, war gaming, counter-piracy, international law and research techniques. It is in no small part due to the actions of our research faculty that the relationship between the U.S. and Mexican navies has, in the last several years, attained unprecedented levels of interaction and interoperability. As an acknowledged world leader in war gaming, the College has not only played a significant role in the rebuilding of the New York City fire and police departments after 9/11, it has become the "institution of record" for providing war gaming and seminar support to the Proliferation Security Initiative. The language skills and regional expertise of the faculty facilitate the development of collegial relationships with both military and civilian institutions around the world. Especially significant is our China expertise, and we not only study Chinese Maritime developments, we have established useful relationships with scholars and naval officers there; contributing in a material way to the reduction of misunderstanding and suspicion between our navies.

Our six regional studies groups provide the faculty a forum to collaborate with each other and peers deeply involved in international security studies in their respective regions. This consistent dialogue deepens understanding, creates insights and builds trust around the globe.

The College sponsors regional symposia around the world bringing our faculty, our alumni, and naval leaders assigned or deployed to the respective region together to discuss current international security challenges and developments.

On behalf of the students, faculty and staff representing each of our armed services, many of our international partners, and numerous Department of Defense and other federal activities, we thank you for your continued support within Congress and your commitment to professional military education.