



Rear Admiral Jacob L. Shuford was commissioned in 1974 from the Naval Reserve Officer Training Corps program at the University of South Carolina. His initial assignment was to USS Blakely (FF 1072). In 1979, following a tour as Operations and Plans Officer for Commander, Naval Forces Korea, he was selected as an Olmsted Scholar and studied two years in France at the Paris Institute of Political Science. He also holds master's degrees in public administration (finance) from Harvard and in national security and strategic studies from the Naval War College, where he graduated with highest distinction.

After completing department head tours in USS Deyo (DD 989) and in USS Mahan (DDG 42), he commanded USS Aries (PHM 5). His first tour in Washington included assignments to the staff of the Chief of Naval Operations and to the Office of the Secretary of the Navy, as speechwriter, special assistant, and personal aide to the Secretary.

Rear Admiral Shuford returned to sea in 1992 to command USS Rodney M. Davis (FFG 60). He assumed command of USS Gettysburg (CG 64) in January 1998, deploying ten months later to Fifth and Sixth Fleet operating areas as Air Warfare Commander (AWC) for the USS Enterprise Strike Group. The ship was awarded the Battle Efficiency "E" for Cruiser Destroyer Group 12.

Returning to the Pentagon and the Navy Staff, he directed the Surface Combatant Force Level Study. Following this task, he was assigned to the Plans and Policy Division as chief of staff of the Navy's Roles and Missions Organization. He finished his most recent Pentagon tour as a division chief in J8—the Force Structure, Resources and Assessments Directorate of the Joint Staff—primarily in the theater air and missile defense mission area. His most recent Washington assignment was to the Office of Legislative Affairs as Director of Senate Liaison.

In October 2001 he assumed duties as Assistant Commander, Navy Personnel Command for Distribution. Rear Admiral Shuford assumed command of the Abraham Lincoln Carrier Strike Group in August 2003. He became the fifty-first President of the Naval War College on 12 August 2004.

## PRESIDENT'S FORUM

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### *Our Citizen-Sailors and Professional Military Education*

OVER THE PAST FIVE YEARS, as operations in Afghanistan and Iraq moved downrange, it became increasingly clear that the level of effort, personnel requirements, and operational tempo demanded of the nation's reserve forces exceeded their capacity and flexibility under the old paradigm of reinforcing, sustaining, or augmenting active-component commands through units drilling at traditional reserve centers. With these war efforts, as well as in support of the Defense Department's homeland defense and homeland security missions, reserve employment moved from simple reinforcement and augmentation to (in some cases) the primary role. For example, senior reserve officers serving as Navy Emergency Preparedness Liaison Officers across the country have the lead in planning and executing the Navy's role in the vital homeland security mission of supporting civil authorities in disaster response. In several operating areas around the world, reserve units and individual augmentees provide vital mission support in such areas as cargo handling, construction, medical services, physical security and force protection, intelligence, and supply.

Our reserves also play a lynchpin role in providing expertise to major command staffs. Reserve personnel are fully integrated into the command and control structure of our regional combatant commanders throughout the world. For homeland defense and security, reserves are integrated into the U.S. Northern Command staff structure and at all levels of the Navy hierarchy from the squadron level up. For example, the U.S. Fleet Forces Command is supported by four reserve joint task force units that provide watch standing and surge augmentation. Additionally, in direct support of operational requirements, reserve personnel serve on battle watch staffs and in key command and control roles for joint commanders of air, land, and maritime staffs. Without the expertise that

resides in our reserve forces, much of which is achieved on long-term mobilizations and deployment, the Navy would find it difficult, if not impossible, to accomplish all its operational missions.

Our nation has long relied on its citizen-soldiers and -sailors—whether called militia, volunteers, or reservists—in times of crisis. Today’s demands for capacity and expertise have increased this reliance and forced the retirement of the stereotypical reserve model, now viewed as a Cold War relic. Reservists are deployed around the world, working and fighting side by side with, and virtually indistinguishable from, active-component members. Since 11 September 2001 over six hundred thousand Guardsmen and reservists have been mobilized in support of operations around the globe, and over ninety-five thousand are currently on active duty. The Navy Reserve has mobilized over forty-four thousand personnel since 9/11 in direct support of global war on terror missions; over twenty thousand are on active duty today.

The result of this steadily increasing reliance on our reservists is that today men and women serve with the expectation of being recalled to active duty for up to twelve months during any five-year period. Moreover, these sailors are expected to “hit the deck running” and integrate themselves seamlessly into functioning organizations as they fill what were formerly active-component billets. One of the great challenges facing the Navy is training and educating these reservists so that they can meet that expectation when recalled to active duty. Operational- and strategic-level leaders need to be educated not only in the particulars of specific designators or rates but also in the broader aspects of national security, national defense, Navy, joint, and coalition operations—and they must be strategically minded and capable of critical thinking. As for their active-component counterparts, broadly based education is vital for reserve personnel if they are to function effectively in the challenging and constantly changing arenas of joint and coalition operations.

Accordingly, during the summer of 2003 the College began comprehensive planning and coordination with the Chief of the Navy Reserve (CNR) to identify ways in which existing College programs could be bolstered to meet increased student demand and shaped to fit the unique requirements of our citizen-sailors. The result of this collaboration was the implementation of a range of initiatives over the past three years.

- CNR has established regularly scheduled selection boards for all Naval War College programs to ensure that reserve officers who are best positioned to leverage additional professional military education are afforded those opportunities through the College.

- The CD-ROM Program, designed for students who do not have easy access to online systems or to seminars, is particularly supportive of reserve participation. The College has expanded eligibility to the program for reserve officers.
- The College's existing two-week Reserve Officer Courses have been completely restructured, abandoning the stand-alone, two-week national security overview model in favor of courses that are fully integrated with accredited programs. This provides our reserve leaders with an intense in-residence opportunity, which serves as a foundation for the College's comprehensive distance-education programs.
- In 2005, the Naval War College tripled the quotas for reserve officers in the Web-enabled, CD-ROM, and Fleet Seminar programs, and in 2006 it added two hundred seats for reservists in the Web-enabled and CD-ROM programs.
- Reserve officers have been given the same priority as active-duty officers for selection for and placement into the Fleet Seminar Program. In 2005, a new Fleet Seminar Program was added at Joint Air Reserve Base, Fort Worth, Texas, specifically to target the large Navy Reserve population in the Dallas-Fort Worth area. Based on the results of this initiative, the College is exploring other reserve force concentration areas, such as Atlanta, Miami, and Denver, to expand further the Fleet Seminar Program.

At the same time that the College was looking for ways to educate our reservists more effectively and comprehensively, our reserves were developing innovative ways to support the College's rapidly expanding mission set. The Naval War College has three fully integrated reserve units that support the College missions: the Public Affairs Unit, the Navy Reserve Law Unit, and the Support Unit.

The Public Affairs Unit directly supports both the intermediate- and the senior-level resident curricula through realistic media training during Capstone War Games. Reservists bring their considerable civilian career expertise as professional media, public relations professionals, government officials, business leaders, and teachers to bear as they play the role of stereotypical "relentless, inquisitive, and sometimes hostile" media.

The College's Navy Reserve Law Unit supports two vital areas of the College: the International Law Department and the Office of the Staff Judge Advocate. This unit participates in all operational law (OPLAW) activities, including teaching, research, international engagement, publication, and conference support. Some of the current high-priority OPLAW research projects are developing rules of engagement (ROE) and maritime operational zones databases and a

new multinational ROE manual. Several unit members have been actively engaged with the International Institute of Humanitarian Law in San Remo, Italy. In 2006, in recognition of the Law Unit's superlative performance, the College received the Rear Admiral Hugh H. Howell, Jr., Award of Excellence. This is the highest Reserve Law Program award; only four active duty-supported commands nationwide received it during 2006.

The Naval War College's Support Unit, comprising roughly thirty reserve personnel, works across the full range of the College's activities, including war gaming, education, and direct support to operational commanders. The support unit is fully integrated with the War Gaming Department for such major academic events as flag-level courses for senior joint commanders (see my "President's Forum" in the Winter 2006 *Review*), the Secretary of the Navy's Current Strategy Forum, and the Chief of Naval Operations' International Seapower Symposium.

Reserve members of the Newport Office of Naval Intelligence Detachment, while not organizationally assigned to the College, are colocated with it to provide critical intelligence support to war gaming, analysis, and research. The depth of expertise that this unit offers increases the level of realism in virtually every analysis, conference, and workshop.

The recent requirement levied upon the Naval War College to manage the content for both the officer and enlisted Professional Military Education (PME) Continuums represented a huge task that the College was not initially resourced to accomplish within the mandated timeline. (On this project see the Spring 2006 "President's Forum." The Navy's PME Continuum provides a succession of educational opportunities designed to prepare each individual for challenges at the tactical, operational, and then strategic levels of war. It is designed primarily to develop logic, reasoning, and analysis and to broaden each sailor's perspective to prepare him or her for increasingly complex duties. The key elements are leadership, professionalism, military studies, including naval and joint warfare, and national, maritime, and global security.) Thankfully, the reservists were there to meet the call. Reserves represent the core effort behind initial course planning, management, curriculum development, and fielding of the online Primary Level course. Also, over 75 percent of the manpower currently assigned to development and deployment of a new Enlisted PME course is being provided by Navy Reserve personnel.

Reservists have provided a critical adjunct to the Naval War College's manpower needs, assisted with continuity, and provided much of the expertise needed to establish these new initiatives. I know of no other organization in the U.S. Navy that relies more upon the integrated support provided by its reserve units than the College.

Reservists allow the Naval War College to “answer all bells.” The College, in turn, continues to provide its reservists professional education programs and opportunities they need for the challenges that fall increasingly on their shoulders.

A handwritten signature in black ink, reading "Jake Shuford". The signature is written in a cursive, flowing style with a large initial "J".

J. L. SHUFORD

*Rear Admiral, U.S. Navy  
President, Naval War College*