



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 studies and strategy 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 areas. 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 Cruiser Destroyer Group 3 in August 2003. He became the fifty-first President of the Naval War College on 12 August

PRESIDENT'S FORUM



Bringing the fight to our enemies is our mission. Transforming ourselves and our great institution for the dangerous decades ahead is our imperative. Our task: Prevail today while bridging to a successful future.

ADMIRAL VERN CLARK, USN

THERE IS AN OLD ADAGE THAT SAYS, "If you don't know where you are headed, any road will take you there." This statement highlights the

need for leaders to define a clear vision of where they want their organizations to head, in order to direct and motivate their teams to achieve the desired end-state. One method the Chief of Naval Operations (CNO) uses to provide the Navy with vision and direction is an annual guidance statement. The theme of the *CNO Guidance for 2005* is "Winning the fight . . . and bridging to the future." This guidance, contained in a concise document of less than thirty pages, provides a clear and persuasive road map for the year, and it tasks the Naval War College to play a leading role in helping to shape the Navy's future. In my last President's Forum, I outlined our three top goals. The first and foremost was to ensure that our academic programs remain current, rigorous, and relevant. Let me follow up—in the context of the CNO Guidance—with some of the ways in which the College is transforming itself and its programs to ensure that all we do continues to be relevant to our warfighters.

Not Just Change at the Margins. Admiral Clark's 2005 Guidance calls the Navy's ongoing efforts to "transform ourselves and our great institution for the dangerous decades ahead" an *imperative*. To do this requires more than change at the margins. On the one hand, the College—through its mission—must ultimately serve as an instrument of change, helping the Navy at large to transform itself into the flexible and responsive maritime force envisioned in Seapower 21. On the other hand, to do this effectively the College *itself* must be transformed to respond to the evolving vision and needs of the twenty-first-century warrior. Our existing programs and educational approach have served us well for many years, and incremental changes have routinely been made to keep the academic

material current, relevant, and rigorous. It is becoming evident to many of us, however, that more substantial changes are required to restructure our existing courses and offer new ones to better respond to new demands and equip our future leaders to face the uncertain future. We are actively engaging the impressive intellectual capital of the entire college community to address the several specific task areas assigned to us in the 2005 Guidance:

• Restructure the Navy's intermediate and senior service college programs to align them with the Professional Military Education (PME) continuum. I have asked our department chairs to take a detailed look at the ways in which we can refocus our academic programs to provide the Navy's officer and enlisted leadership with a continuum of educational opportunities over an entire career. For our officer corps, the expectation is that specific Professional Military Education milestones will be met at the primary level (during their first five to seven years of service); at the intermediate level (at eight to fourteen years of service); and at the senior level (fifteen to twenty years of service). This three-phase approach replaces the old paradigm in which Navy officers were rarely exposed to more than one professional military educational experience throughout their careers. This long-established paradigm drove us to align our intermediate-level and senior-level curricula to cover essentially the same material, albeit in greater depth at the senior level. In contrast, the new PME continuum will allow us to create a sequence of courses, each of which builds upon previously mastered learning objectives. As such, we expect to see a significant difference in the focus of our intermediate-level College of Naval Command and Staff course and our senior-level College of Naval Warfare program. It is too early to know exactly how this new approach to officer development will be implemented in detail, but we anticipate that the future will see officers arriving at the College of Naval Command and Staff having learned the basics of Navy and joint military operations through our Navy Primary PME program (under development for delivery to the fleet via distance education in January 2006). They will be better prepared to engage in a robust study of issues that midgrade officers will face, including military operations at the tactical/operational level. We would then expect that a significant portion of the most promising (postcommand) officers will have the opportunity to complete a College of Naval Warfare program focused on the range of competencies required for senior, strategic leadership. We have begun a careful and deliberate process to evaluate several alternative approaches to our curricula. The goal will be to transition to a multistep continuum of educational experiences that are

coherent, integrated, and sequential, and that will lead to the development of the competencies our graduates need to succeed in senior leadership positions. Moreover, these competencies must respond to the Navy's Human Capital Strategy. While CNO's guidance focuses on our intermediate and senior curricula, the College is working to extend this approach to enlisted and flag ranks.

- Develop a plan to improve strategic and operational planning capability on joint and Navy staffs, afloat and ashore. We are working closely with the Chief of Naval Operations' Plans, Policy and Operations Division (N3/5) to define accurately the strategic and operational planning skills that are needed for officers serving on joint and Navy staffs. We now envision several revised or newly created courses that will help meet the currently unfilled demand:
 - Joint Force Maritime Component Commander's (JFMCC) course for flag officers. One of the greatest strengths of America's armed forces is the degree to which forces from the various military services can be rapidly brought together and integrated into a single joint force to respond to a broad range of national tasking. One of the challenges is the effective command and control of these diverse forces. The Naval War College is taking the lead in developing a specialized Joint Force Maritime Component Commander (JFMCC) course for Navy flag officers. The course, which will be offered for the first time this fall, will focus on operationalizing the ForceNet pillar of Seapower 21 and developing the comprehensive understanding of networked forces naval commanders will need to command and control forces in the joint, coalition, and interagency environment. Three- and four-star operational commanders, along with several retired three- and-four-star mentors, will help us deliver an intense, week-long curriculum focused on decision making at the operational level of war. The result of this vital initiative will be the more effective integration of maritime forces in future joint operations.
 - The Naval Operational Planner Course (NOPC). Navy operational staffs increasingly require officers who are not only expert in their own platforms but properly skilled in the planning and execution of joint and naval operations. Such competence must be employed in a rapidly evolving, complex environment where the speed and agility of the planning process are key to victory. Since 1999, the College's Naval Operational Planner Course has prepared its students to perform effectively in planning billets on operational staffs around the world. A recent review of the qualifications of the Navy officer corps demonstrated

the need for significantly more officers with this skill set. Responding to CNO's tasking, we have added a second seminar to the Naval Operational Planner Course from the March 2005 inputs to the College of Naval Command and Staff (CNC&S), which doubles the annual throughput. We are also reviewing the content of the basic CNC&S curriculum with the intent to embed more of this course material into the core program, thus providing all of our graduates with a greater degree of planning expertise so critical to effective participation in the joint command and control process.

- Develop and offer a set of clustered elective courses that produce skill sets that are identified and tracked by our personnel management system. Today, most students at the Naval War College spend about 20–25 percent of their time completing a total of three elective courses, which they freely choose from the list of nearly seventy-five electives that are offered each academic year. We are now reviewing the costs and benefits of this free-form approach to electives and are beginning to create a number of multicourse "elective clusters," or concentration areas, that could be completed sequentially throughout the academic year. Completion of a given three-course sequence would result in a certificate or Additional Qualification Designator (AQD) recognizing the level of learning attained and providing a method for the Navy to track and assign graduates to specific jobs requiring a greater level of competence in a particular area. We have already implemented two such concentration areas for warfare analysis and joint operational planning. Others in development include regional studies (e.g., Asia-Pacific, Europe, Greater Middle East, Africa, and Latin America), corporate strategic planning and risk assessment, and information operations. The result will be an increase in the level of knowledge conveyed to our students in these areas, without any increase in education time.
- Identify Reserve Component individual skills training and professional military education requirements for incorporation into Sea Warrior. Current military operations in Iraq and Afghanistan have highlighted to an unprecedented degree the role that reserve and National Guard forces play in our Total Force approach to military manning. The challenge today, as it has been in the past, is to ensure that the members of the Reserve Component (RC) obtain the education and training they need to perform effectively alongside their Active Component colleagues. The College will continue to have students from the RC in all of our resident and nonresident programs, and we will continue to offer specialized programs for members of the RC, scheduled to meet the unique learning

needs of our citizen soldiers and sailors. We are actively engaged with Task Force Warrior, the Chief of Naval Reserve, and the Naval Education and Training Command to map the requirements and develop flexible educational programs to meet these needs.

Each of these initiatives represents a significant vector for change. Taken together they signal a sea change in the education mission of this institution. The result will be a College better aligned with our Navy's strategic priorities and better able to provide warfighters with the operational planning and strategic leadership competencies demanded by twenty-first-century warfare.

As we look to the future, it is absolutely essential that we build on the institutional foundations of this college's extraordinary success. The evaluation recently provided by the New England Association of Schools and Colleges during its reaccreditation process is relevant:

We find the Naval War College to be led by capable and committed administrative officers, staffed by an impressive faculty of dedicated scholars, teachers and researchers, supported by a capable administrative staff, and blessed with talented, motivated students who encounter a high quality learning experience. We believe the students, the Navy and the nation are well served by this fine academic institution.

We will keep the best of what we do, which is most of what we do, and will evolve it to provide our nation strategic leaders ready to shape the future.

J. L. SHUFORD Rear Admiral, U.S. Navy President, Naval War College