

This notebook specifically responds to Director, Defense Education Memorandum of 13 August 1975 to Service Assistant Secretaries (M&RA) and the Director (J-1), JCS, Subject: Basic Background Information on Intermediate Service Colleges for DoD Committee on Excellence in Education.

For convenient reference, the questions posed in this Director, Defense Education memo are attached opposite the answers.

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EXPLANATORY NOTE

The Naval War College is a complex of four major resident colleges and three adjunct centers served by a common staff and faculty. These colleges and centers are:

- College of Naval Warfare
- College of Naval Command and Staff
- Naval Command College
- Naval Staff Course
- Center for Advanced Research
- Center for Continuing Education
- Center for War Gaming

This notebook focuses on the College of Naval Command and Staff with other pertinent information brought in only as required to ensure that the Committee has the full picture.

A single faculty teaches the College of Naval Warfare (senior course), College of Naval Command and Staff (junior course), and Naval Command College (senior international course). The same faculty also prepares or assists in the preparation of correspondence and extension courses in the Center for Continuing Education, offers lectures in the Naval Staff Course (junior international course), and teaches two Naval Reserve Officers courses each year.



ASSISTANT SECRETARY OF DEFENSE
WASHINGTON, D. C. 20301

18 AUG 1975

MANPOWER AND
RESERVE AFFAIRS

MEMORANDUM FOR ASSISTANT SECRETARY OF THE ARMY (M&RA)
ASSISTANT SECRETARY OF THE NAVY (M&RA)
ASSISTANT SECRETARY OF THE AIR FORCE (M&RA)
DIRECTOR (J-1), JCS

SUBJECT: Basic Background Information on Intermediate Service Colleges
for DoD Committee on Excellence in Education

The Professional Military Education Subcommittee of the Committee on Excellence in Education will shortly undertake an executive examination and overview of the Intermediate Service Colleges. Certain basic information about each of these colleges is essential to our understanding. Therefore, I request that you have your staffs compile the information asked for in the following questions for your college(s):

A. Student Body

1. What is the usual student mixture, i. e. numbers of Army, Navy, Air Force, and Marine officers, civilians, foreign officers, etc.?
2. What are the rank and age distribution of the students?
3. How many of this year's students earned masters degrees prior to attending the college? How many earned Ph. D. s?
4. What percentage of your students are actively pursuing graduate degrees through a cooperative program or some other means?
5. Of those officers in the current class in grade O-4 (or on a selection list to be promoted to O-4) how many fall in the following promotion categories?

O-4

	Secondary Zone	Primary Zone
Army		
Navy		
Air Force		
Marine Corps		

6. How are the students evaluated while they are attending the college?

7. By category and percentage of student body, what have been the assignments given to graduates of the last two classes? (Category here means a command or staff job and a general location such as OSD, JCS, Service staff, Command Headquarters, etc.)

8. How are the officers selected to attend an Intermediate Service College, and how is it determined which one of the colleges an officer should attend? (In answer to this question I would expect a brief, one page explanation from each of the Services.)

B. Faculty

1. What is the faculty size?

2. What is the faculty mixture: number of military, number of civilians?

3. What are the faculty academic credentials?

4. What is the normal tour length for faculty members: military and civilians?

5. On the average, how many classroom contact hours do faculty members have with students per week?

6. List the publications (books, magazine articles, journal articles, etc.) published by members of the faculty during the last three years.

7. What assignments have been given to military faculty members who completed their faculty tours during the last three years?

8. How many former faculty members have been selected for general/flag rank?

C. Curriculum

1. How long (weeks) is your program?

2. Please provide an outline of your present curriculum.

3. How has the curriculum evolved over the years?

4. What is the procedure by which the curriculum is changed? (How are new courses added or old courses dropped?)

5. How is the program evaluated?

D. Associated Studies and Research

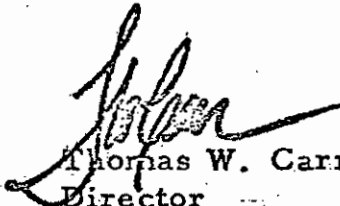
1. Is your college formally engaged in any research activity or studies for your Service staff, the JCS, or OSD?

2. Is there a research center associated with your college similar to the Strategic Studies Institute at the Army War College? If so, how is it related organizationally to the college? How is it manned?

3. What percentage of the faculty and students participate in such research/study activity? How much time is spent by faculty and students in these activities?

4. What specific contributions of significance have been made to your Service or DoD by studies and research conducted in conjunction with your programs.

This information should reach my office no later than 15 September 1975 so that my staff can compile it and distribute it to the members of the Subcommittee as soon as possible. If your staffs have questions regarding this information, they should contact Major D. H. Roe (ext. 73753).


Thomas W. Carr
Director
Defense Education

C

A. Student Body

1. What is the usual student mixture, i.e. numbers of Army, Navy, Air Force, and Marine officers, civilians, foreign officers, etc.?

2. What are the rank and age distribution of the students?

STUDENT BODY COMPOSITION BY SERVICE

A. College of Naval Command and Staff

<u>SERVICE</u>	<u>AVERAGE OF LAST THREE YEARS</u>	<u>CURRENT CLASS</u>
Navy	151	100
Marine Corps	20	20
Army	28	24
Air Force	14	14
Coast Guard	5	4
Civilian	<u>5</u>	<u>4</u>
Total	223	166

Note: The reduction in the number of USN students this year results from a change in policy from a fixed input regardless of year group size to an input tailored to a target of having 25 to 35 percent of Lieutenant Commanders having an intermediate service college education. The Bureau of Naval Personnel anticipates increasing the number to 123 for the next academic year.

RANK AND AGE DISTRIBUTION

College of Naval Command and Staff

RANK

<u>SERVICE</u>	<u>LCDR OR MAJ</u>	<u>LT OR CAPT</u>	<u>TOTAL</u>
Navy	95	5	100
Marine Corps	20	-	20
Army	23	1	24
Air Force	14	-	14
Coast Guard	<u>4</u>	<u>-</u>	<u>4</u>
Total	156	6	162

AGE

	<u>YOUNGEST</u>	<u>OLDEST</u>	<u>MEAN</u>
Junior Courses	28	41	34

NOTE: There is also one LCDR, USN, in the Naval Staff Course (International) student body. He is 38 years old.

D

3. How many of this year's students earned masters degrees prior to attending the college? How many earned Ph.D.s?

ADVANCED DEGREES

<u>SERVICE</u>	<u>MASTERS</u>	<u>PH.D.</u>	<u>TOTALS</u>	<u>%*</u>
Navy	35	0	35	35.0
Marine Corps	7	0	7	35.0
Army	13	0	13	54.2
Air Force	9	1	10	71.4
Coast Guard	0	0	0	--
Civilian	<u>3</u>	<u>0</u>	<u>3</u>	<u>75.0</u>
Totals	67	1	68	41.4

*Advanced degree holders divided by total in class by Service.

4. What percentage of your students are actively pursuing graduate degrees through a cooperative program or some other means?

STUDENTS CURRENTLY PURSUING ADVANCED DEGREES

There is no cooperative graduate program at the Naval War College. Notwithstanding this policy, we recognize the need to facilitate student efforts to acquire graduate level degrees on their own, subsequent to their attendance at the Naval War College. The resident curriculum is sufficiently intense that our students simply cannot undertake additional work without an adverse effect on their ability to do justice to the Naval War College course offering. We are negotiating with the U.S. Naval Post-graduate School to develop an appropriate follow-on program directed specifically towards first career professional needs as opposed to preparation for some post-service career opportunity.

Should any student, on his own while assigned to the Naval War College, undertake additional academic work at any of the several colleges in the Newport area which offer after hour graduate programs, the College will not in any way reduce the resident requirement to facilitate such an extra load.

Last year there were seven students enrolled in advanced degree programs. All were in the University of Rhode Island Master of Marine Affairs program, a thirty-hour course of study which was completed in July.

The current curriculum of the Naval War College has been evaluated by the American Council on Education as equal for transfer purposes to six semester hours of graduate work in the combined areas of economics, diplomatic history, political science, and international relations; and, as equal to twelve semester hours in the areas of management and business administration.

5. Of those officers in the current class in grade 0-4 (or on a selection list to be promoted to 0-4) how many fall in the following promotion categories?

	0-4	
	Secondary Zone	Primary Zone
Army		
Navy		
Air Force		
Marine Corps		

6. How are the students evaluated while they are

STUDENT PROMOTION CATEGORY (TO 0-4)

<u>Service</u>	<u>Early (Secondary Zone)</u>	<u>Due Course (Primary Zone)</u>
Navy	26 (27%)	69
Marine Corps	0	20
Army	4 (17%)	19
Air Force	0	14
Coast Guard	0	4

6. How are the students evaluated while they are attending the college?

G

EVALUATION PROCESS

Concept. The Naval War College strongly supports the idea that the time a student spends here does not constitute a hiatus in the evaluation process. Indeed, it is a period of concentrated and continuous evaluation of each student based on direct daily observation by a number of different evaluators. The evaluations thus obtained are considered as an important indicator of the student's potential for demanding assignments in the future.

Background. In the years prior to 1972, students were evaluated primarily on the basis of their thesis length research paper which was also the basis for determining the Distinguished Graduates. Failure to participate satisfactorily in committee or group work would have been cause for an appearance before the Director of the College concerned. This policy was inadequate to the currently perceived purposes of the War College course of instruction - one aspect of which is covered in the concept paragraph above.

Current Situation. Since 1972, there has been a comprehensive evaluation system carried out by a faculty exceptionally well qualified for that task (see Tab K). The evaluation is in the form of a grade which reflects the quality of the student's performance in the following categories:

Seminar participation (seminar design forces full student participation thereby giving the faculty moderators substantial opportunity to derive valid impressions of the student's intellect, powers of analysis and expression, and the quality of his academic effort).

Seminar support papers (essays or case analyses)

Term papers

Examinations

As a minimum, the students will be directly evaluated by at least six different faculty members (probably more as the student's term paper advisors are usually other than his seminar moderators).

The current examination and grading instruction is attached.

NAVAL WAR COLLEGE
Newport, R.I.

NAVWARCOL 1520.2B
10:JML:ajg
27 August 1975

NAVWARCOL INSTRUCTION 1520.2B

From: President, Naval War College

Subj: Examinations and Grading

1. Purpose. To provide general information and guidance on examinations and grading during the course of instruction at the Naval War College.

2. Cancellation. NAVWARCOL Instruction 1520.2A is cancelled and superseded.

3. Discussion. Examinations and grading are an important part of the educational process. They serve a variety of purposes, the most important of which are to reinforce the learning process and encourage conscious faculty-student integration of all materials presented. Further, they provide the faculty with an effective means of determining the degree to which course materials have been absorbed and understood; they enable the Naval War College to measure how well its educational objectives are being fulfilled; and they give the student an indication of his own progress, as well as providing a standard reference for the transfer of credit to other educational institutions in which students may subsequently enroll.

4. Policy. It is the policy of the Naval War College that all regular resident students in the College of Naval Warfare and the College of Naval Command and Staff will be examined and graded in each of the three courses offered (Strategy and Policy, Defense Economics and Decision Making, Employment of Naval Forces).

5. Grading

a. The student's final grade for each course will be a single numerical grade on a scale from zero to 4.00. The academic departments will publish in its syllabus, or as a supplement to its syllabus, the internal procedures to be employed to determine final course grades.

NAVWARCOLINST 1520.2B
27 August 1975

b. Course components (seminar participation, written assignments, examination) will be identified in the course syllabus along with the grading weight to be assigned to each such component. Numerical grades will be assigned to components on a scale from zero through 4.00 with the minimum passing grade of 2.50. The final grade for the course will be computed by averaging the component grades in accordance with the announced grading weights. This mark will be rounded off to two decimal points.

c. For purposes of determining distinguished graduates a final Naval War College numerical grade will be computed by averaging the final course grades. This final grade will be rounded off to two decimal points.

d. Throughout the grading process in all averaging, third place decimals .005 and above will be rounded upward, with all others rounded down.

e. The Naval War College follows the grading criteria of nationally recognized graduate schools. The following descriptions are provided to assist in interpreting and assigning grades.

<u>Numerical Grade* Range</u>	<u>Description</u>
3.60 and above	Work of very high quality clearly above the average graduate work.
3.00 through 3.59	Expected performance of the average graduate student
2.50 through 2.99	Adequate but below average for graduate work
below 2.50	Unsatisfactory work

*Grades after rounding to two decimals.

f. Reclama of grades assigned will be accomplished through the instructional chain of command in each department.

6. Special Grading Requirements. A small number of students will participate in academic programs that require special grading procedures. For example, some students will be active in the Advanced Research Program. Students authorized to pursue a specialized program for which grading procedures are not specified will formalize their individual programs, including the

grading procedure, in a memorandum of understanding approved by all parties concerned and by the Dean of Academics. The final War College grade for students in a specialized program will be an average of their regular course grades and the grade received for completion of the specialized program.

7. Examinations. Examinations at the discretion of the academic departments may be closed book, administered in an examination room with a time limit, or open book, to be conducted in any location. Regardless of type, the work turned in will be exclusively the product of each student's own effort. Examinations will be graded promptly and in keeping with the criteria contained in para 5.e. above. Examinations will be returned with significant written comments within seven calendar days.

8. Course Completion. Successful completion of the course requires a final grade of 2.50 or better in each of the three courses.

9. Counseling. One of the major reasons for grading is to cause the faculty to focus deliberately on the performance of individual students in order to identify areas of weakness, following which counsel must be provided to students concerned in a timely manner. Accordingly, faculty advisors and seminar moderators will provide students with interim evaluations of their progress. This feedback is particularly important to alert the marginal or unsatisfactory student of the need to improve his performance. Students should also recognize the need for counsel and seek such counsel immediately. Students receiving an unsatisfactory grade will seek the advice of their seminar leader and department chairman. Students should discuss the results of examinations with their seminar leaders.

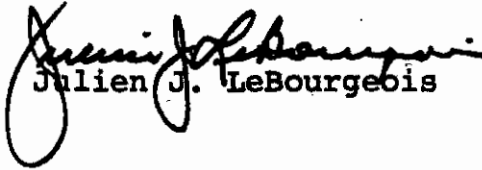
10. Distinguished Graduates. At graduation approximately the top 5 percent of each class will be designated as having completed the Naval War College with highest distinction. Approximately the next 15 percent of each class will be designated as having completed the Naval War College with distinction. These awards will be based solely on the computation of the final Naval War College numerical grade as described in para 5.c. above.

11. Gradekeeping and Utilization. The Secretary of the Naval War College will be provided a record of all grades assigned, and will compile overall results. The Secretary will provide grades to the Registrar for transcript purposes.

12. Academic Entries for Fitness Reports. Student fitness reports will contain positive comments on academic excellence for each course in which a student receives a grade of 3.60 or better and

NAVWARCOLINST 1520.2B
27 August 1975

will contain appropriate, positive recognition of students designated distinguished graduates. Failing grades will be dealt with on a case basis. Appropriate fitness report recognition will be given to prize winners.


Julien J. LeBourgeois

Distribution:
Lists 3, 6a, 6b

H

7. by category and percentage of student body, what have been the assignments given to graduates of the last two classes? (Category here means a command or staff job and a general location such as OSD, JCS, Service staff, Command Headquarters, etc.)

8. How are the officers selected to attend an Intermediate

STUDENT ASSIGNMENTS ON GRADUATION (Last Two Years)

(Percentage of Graduates by Service)

<u>CATEGORY</u>	<u>USN</u>	<u>USMC</u>	<u>USA</u>	<u>USAF</u>	<u>USCG</u>	<u>TOTALS</u>
<u>STAFF</u>						
Service Headquarters and Agencies	18%	23%	11%	36%	50%	20%
OSD	0%	0%	0%	0%	0%	0%
JCS Joint Staff	1%	0%	2%	0%	0%	0%
Other Joint/Combined Staffs	3%	8%	0%	3%	0%	3%
Education/Training	13%	5%	23%	0%	0%	12%
Major Operational Staff	7%	8%	31%	0%	0%	10%
*Operational/Field	53%	56%	29%	50%	0%	49%
<u>COMMAND</u>						
*Operational	4%	0%	4%	11%	38%	5%
Shore	1%	0%	0%	0%	12%	1%
Totals	100%	100%	100%	100%	100%	100%

*Operational/Field is operating ships and aircraft squadrons in the case of USN and USCG and battalion/wing for USMC/USA/USAF

8. How are the officers selected to attend an Intermediate Service College, and how is it determined which one of the colleges an officer should attend? (In answer to this question, I would expect a brief, one page explanation from each of the Services.)

INTERMEDIATE SERVICE COLLEGE SELECTION

The current selection policy for Intermediate Service College attendance is in its first year having been approved in November 1974.

Assignment policies preclude attendance by Doctors, Nurses, Dentists, Limited Duty and Warrant Officers, and Chaplains. All other regular, reserve and TAR officers in the grade of Lieutenant Commander are eligible for selection. The selection process identifies those officers who have demonstrated sustained superior performance and the potential for assignment to positions of increased responsibility. It is expected that 25-35 percent of each year group will attend an Intermediate Service College.

Unrestricted Line and Supply Corps officers enter the selection process twice, unless they attend an intermediate level school as a result of the first selection. Initially, at the time of their selection to Lieutenant Commander, the Promotion Boards are reconvened immediately to select the best qualified to attend an Intermediate Service College. Selectees are placed in a bank for a period of three years from which assignments are made. The second selection is done at the end of this three year eligibility period by a Service College Selection Board chaired by a Rear Admiral. The Officer Distribution Branch of the Bureau of Naval Personnel determines the number of officers to be selected in order to bring the total intermediate level school graduates to 25-35 percent of the year group. Selectees by the screening board are banked until their next promotion board meets. This board also performs the selection for Restricted Line, other Staff Corps communities, and TAR's.

It is expected that 85 percent of the selectees will attend an intermediate level school.

After each selection board completes its deliberations, the Officer Distribution Branch of the Bureau of Naval Personnel matches the selectees and colleges, taking due consideration for normal tour rotation dates.

The selection board may recommend a specific college for a selectee if it feels that the mission of that college makes it particularly suitable in the light of the officer's background and previous experience.

After being selected for a Senior or Intermediate Service College bank, the Bureau of Naval Personnel reviews each officer's professional performance prior to ordering him to a service college to insure continuing high quality performance.

The Marine Corps Command and Staff College attendees are selected by an informal review board comprised of members of the Officer Assignment Branch. These members are charged with the responsibility to select those officers who have demonstrated outstanding potential for future service and are considered to possess a capacity for increased responsibility. The basic criteria for selection are contained in individual school, DOD and JCS directives which are applicable to all service branches. Specific supplementary guidance is provided by the Commandant in his Personnel Assignment Policies and Criteria Policy statement which includes administrative considerations for eligibility, and minimum tour length requirements.

B. Faculty

1. What is the faculty size?

2. What is the faculty mixture: number of military,
number of civilians?

J

FACULTY SIZE AND MIX

The current faculty size stands at sixty-four about evenly divided among the three departments. However, the blend of civilian and military professors varies between department as follows:

	<u>Strategy</u>	<u>Management</u>	<u>NavOps</u>
Civilian	9	9	2
Military	<u>9</u>	<u>15</u>	<u>20</u>
Total	18	24	22

3. What are the faculty academic credentials?

K

SUMMARY OF ACADEMIC CREDENTIALS

<u>Department</u>	<u>PhD</u>	<u>PhD (cand)</u>	<u>MA/MS</u>	<u>BA/BS</u>
Strategy				
Military	1	2	2	4
Civilian	8		1	
Management				
Military	1	1	10	3
Civilian	8	1		
Naval Operations				
Military			13	7
Civilian		2		
	<hr/>	<hr/>	<hr/>	<hr/>
Total	18	6	26	14

Naval War College
STRATEGY DEPARTMENT FACULTY
1975-1976

(T)	PROF P.A. Crowl, Chairman	PhD	Johns Hopkins
	PROF T. Etzold	PhD	Yale
	PROF J.A. Field, Jr.	PhD	Harvard
	LCOL D.L. Frederick, USAF	MPA	Auburn
	PROF J.L. Gaddis	PhD	U. of Texas
	LCOL F.A. Hart, Jr., USMC	BA	North Carolina
*	(T) PROF F.H. Hartmann	PhD	Princeton
	CDR J.A. Hickey, USN	MS	Southern CT State
**	PROF J. Holloway	MA	U. of Michigan
	PROF E.L. Homze	PhD	Penn State U
	LCOL D. MacIsaac, USAF	PhD	Duke University
	LCOL F.A. Mathews, USMC	BS	U.S. Naval Academy
(T)	PROF R. Megargee	PhD	Northwestern
	COL W.P.C. Morgenthauer, Jr., USMC	BS	U.S. Naval Academy
	PROF S.T. Ross	PhD	Princeton
	LCDR P.T. Soverel, USN	PhD(c)	U. of Washington
	CAPT W.L. Stephens, USN	BS	Nebraska
	CAPT C. Withers, USN	PhD(c)	U. of Illinois

(T) - Denotes Indefinite Appointment

Consultants

PROF F. Flynn - CCE Staff
International Law

LLM McGill U.

LCDR B.M. Simpson - Review Editor
International Relations

PhD Fletcher School of
Law and Diplomacy

* Serves concurrently as the Academic Advisor to the President and teaching professor.

** Serves concurrently as the State Department Advisor, teaching professor and Current Policy Lecturer.

NAVAL WAR COLLEGE

Management Department Faculty
Academic Credits
1975-1976

* PROF R. E. ATHAY	PhD, American University
LCOL G.A. BAKER, USMC	Ed.D, Duke University
(T) PROF G.F. BROWN, JR.	PhD, Carnegie-Mellon University
* LCDR H.R. CAUTHEN, USN	BA, Stetson University
** PROF R.F. DELANEY	PhD, Catholic University
PROF L.R. DESFOSSES	PhD, University of Massachusetts
CDR J.P. DOWLING, USN, SC	MS, U.S.N. Postgraduate School
LCDR M.W. GAVLAK, USN	MS, U.S.N. Postgraduate School
CDR W.J. GOST, USN	MS, University of Rochester
	MS, George Washington University
CDR C.P. HAMMON, USN	PhD(C), University of Rhode Island
CDR J.J. HIGGINSON, USN	MS, George Washington University
LCOL J. HOGAN, USA	MS, University of Arizona
PROF L.J. KORB	PhD, State University of N.Y.
PROF C. LEWIS	DBA, George Washington University
PROF R.M. LLOYD	PhD, University of Rochester
COL C.I. McLAIN, USA	BS, N.C. State College of A&E
CDR D.J. MOSS, USN	MS, George Washington University
LCOL J.W. RICHARDS, USAF	MAOM, University of S. Calif.
COL R.T. ROBINSON, USA	MS, U.S.N. Postgraduate School
PROF W.E. TURCOTTE	DBA, Harvard Business School
* LCDR G.J. TYSON, USN, SC	MS, Harvard Business School
CAPT J.M. WEBSTER, USN	MS, U.S.N. Postgraduate School
PROF R. WINSTON, JR.	PhD(C), Harvard Business School
LTjg F.F. YORK, USN	BA, University of Minnesota

(T) - Denotes indefinite appointment.

* - Part Time. Assigned to Center for Advanced Research.

** - Primary duty with International Students.

Consultant - PROF W. F. ROGERS - PhD, Stanford University

NOTE: PROF BING WEST holds an indefinite appointment. He is currently on a two year leave of absence as Special Assistant to the Secretary of Defense.

NAVAL WAR COLLEGE
NAVAL OPERATIONS DEPARTMENT
1975-1976

CAPT P.J.RYAN, USN Chairman
CAPT F. BARTLETT, USN
PROF L. BRUMBACH
LCDR B.J.BYRNE, USN
LOCL E. CLARKE, USA
CAPT R.B.CONNELLY, USN
CAPT T. R. COTTEN, USN
CAPT R. CURRY, USN
CDR M. ELLIS, RN
CAPT T.W.FITZGERALD, USN
LCDR F. GAMBACORTA, USN
CDR H.B.KUYKENDALL, USN
LCDR R. A. MAIER, USN
LCDR R.B.NEWELL, USN
PROF H.A.OLENDER
CAPT L. RESEK, USN
COL C.C.RHYMES, USAF
LCOLE N. RUSHTON, USAF
CAPT M.Y.SUZICH, USCG
CAPT R. SEIFERT, USN
CDR S. SIGMUND, USN
COL C. WARFIELD, USMC

B.S., U.S.NAVAL ACADEMY
M.S., GEORGE WASHINGTON UNIV.
PH.D(c) FLETCHER SCHL OF L&D
B.S., U.S.NAVAL ACADEMY
M.S.CIVIL ENGINEERING IOWA STATE UNIV.
B.S. U.S. NAVAL ACADEMY
M.A., U.S.NAVAL POSTGRADUATE SCHOOL
M.S., U.S.NAVAL POSTGRADUATE SCHOOL
B.S.-EQUIVALENT-GREAT BRITAIN
B.S., U.S.NAVAL ACADEMY
B.S., U.S.NAVAL ACADEMY
M.S., GEORGE WASHINGTON UNIV.
M.S., USN POSTGRADUATE SCHL
M.S., USN POSTGRADUATE SCHL
PH.D(c) STANFORD UNIV.
M.B.A. UNIV OF SOUTHERN CALIFORNIA
M.S., GEORGE WASHINGTON UNIV.
M.B.A., AUBURN
M.S., RPI
B.S., VILLANOVA
M.S., USN POSTGRADUATE SCHOOL
M.P.A., GOERGE WASHINGTON UNIV.

4. What is the normal tour length for faculty members:
military and civilians?

L

FACULTY TOUR LENGTHS

Civilian Faculty. There are five professors with indefinite Excepted Appointments, three in the Department of Strategy and two in the Management Department, one of whom is on leave of absence while serving as a Special Assistant to Secretary Schlesinger. Other civilian faculty members normally spend one to five years at the Naval War College with the average length being just under two years. The high quality of these professors, their prior educational experience and familiarity with the subject matter to be taught permits them to be effective in their first year. Obviously, somewhat longer tours would be beneficial, provided arrangements can be made for these superior professors to remain away from their parent institutions without prejudice to their long term situations.

Military Faculty. The normal tour for military officers at the Naval War College is three years. This may consist of three years in a faculty position or one year as a student followed by two years on the faculty. The Naval War College is working with the Bureau of Naval Personnel to explore the possibility of longer tours.

The Naval War College encourages those members of the faculty and staff who have not attended the resident course to obtain certification for completion of the course of instruction. This increases productive time on the faculty while at the same time permitting the officer to be credited as having completed the Naval War College course of instruction. The Naval War College instruction for this purpose is attached.

NAVAL WAR COLLEGE
Newport, RI

NAVWARCOL 1520.4F
1/10:mlm
15 Aug 1975

NAVWARCOL INSTRUCTION 1520.4F

From: President, Naval War College

Subj: Certificates of Completion of Naval War College
Courses for Staff and Faculty Members

1. Purpose. To provide guidance for the issuance of Certificates of Completion of Naval War College Courses to members of the Staff and Faculty.
2. Cancellation. NAVWARCOL Instruction 1520.4E of 7 May 1973.
3. Policy. Certificates of Completion of Courses may be awarded to Staff and Faculty members upon completion of the Naval War College academic requirements, and with the recommendation of the Dean of Academics and Chief of Staff and the subsequent approval of the President, Naval War College. It is the policy of the President that faculty normally will be awarded credit for completion of specific courses which they have taught for at least one academic year. Additionally, Staff and Faculty members from Naval War College activities other than the department offering a specific course may qualify for the subsequent award of a Certificate of Completion. In recommending applicants for a certificate, the Chairman of each Academic Department will certify that candidates have satisfied academic requirements equivalent to those required of a resident student for graduation.
4. General Information
 - a. The process of qualifying for a Certificate of Completion may be accomplished over the entire period of the applicant's tenure at the Naval War College. An applicant should be of appropriate grade and be evaluated by the President to have the capacity to successfully complete the appropriate course as a student.
 - b. Normally a member of the faculty in any one department can qualify for a Certificate of Completion over a period of two years by satisfying the academic requirements of the other two departments. A staff member can normally qualify for a

NAVWARCOL 1520.4F

15 Aug 1975

Certificate of Completion over a three year period by satisfying the academic requirements of all three departments. Exceptions will be considered on a case by case basis by the President.

5. Action

a. A Staff or Faculty candidate for a Certificate of Completion of the Naval Warfare or Naval Command and Staff Course will:

(1) Obtain permission from his own department chairman, staff supervisor or center director to participate as a student in a particular departmental course of instruction. Because of the priority of primary duty first, it should be understood that in some cases the request from qualified personnel may not be honored.

(2) Obtain permission to be entered as a student in a specific course from the department chairman.

(3) Order and take the Graduate Record Examination if an Advanced Degree is not held.

(4) Submit a written application to enter a specific course via the Dean of Academics and Chief of Staff to the President, Naval War College, with copy to the Registrar.

(5) Participate satisfactorily in seminars, committee projects, and attend required lectures in the course. (Listening to recordings of lectures may be authorized by department chairmen when personal attendance is precluded by other duties.)

(6) Qualify by examination (oral or written) and be certified by the appropriate department chairman as having satisfied the academic requirements of the course. In order to compete for an "A" in a course the candidate is not teaching, the candidate must sit for a written examination.

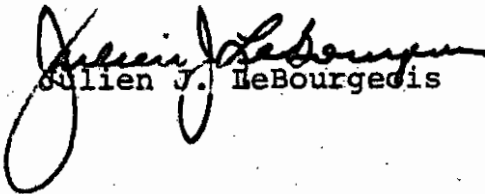
b. Department chairmen, staff supervisors and center directors will ascertain that the candidate under his charge meets the qualifications for selection as a student and so certify in his forwarding endorsement of the candidate's application.

c. Department chairmen will:

(1) Ascertain from the seminar moderator that the candidate has performed satisfactorily in seminar and examine the candidate personally (orally or in writing).

(2) Upon determining that the candidate has satisfied the academic requirements of the course in question, assign an appropriate grade for the course and notify the Registrar.

d. The Registrar will prepare the appropriate Certificate of Completion of the applicable Naval War College course of instruction when the candidate has satisfactorily completed all three courses of the Naval War College curriculum and forward the certificate to the President, Naval War College for approval.


Julien J. LeBourgeois

Distribution:

3

5. On the average, how many classroom contact hours do faculty members have with students per week?

M

FACULTY CLASSROOM CONTACT HOURS

Classroom contact hours per week vary by department depending on the pedagogical approach. Assuming the strictest definition of classroom contact time, the following are the average hours of actual classroom teaching by resident members of the faculty in each trimester.

<u>Trimester</u>	<u>Course</u>	<u>Faculty Teaching Hours/Wks</u>
First	Defense Economics and Decision Making	6
Second	Employment of Naval Forces	12
Third	Strategy and Policy	8

Additionally, the faculty serve as advisors to students on term papers and advanced research projects and provide to the student academic counseling and further one on one development of subject matter during tutorial time set aside for that purpose. Faculty also are required to be present with their students for lectures and post lecture conferences. In support of these efforts, faculty members provide the following additional direct contact time with students.

<u>Course</u>	<u>Additional Contact Hours/Wks.</u>
Defense Economics and Decision Making	23
Employment of Naval Forces	12
Strategy and Policy	17.5

In the Strategy and Policy course, the student is expected to read about 900-1,000 pages a week and prepare three essays in support of seminar work. In the Defense Economics and Decision Making course, the reading requirement is about 450 pages per week. Additionally students are required to write eight seminar support papers or case analyses and complete a term paper. Students in the Employment of Naval Forces course, in addition to extensive readings, must prepare two seminar support papers, a term paper, and as small group efforts they must prepare an Operation Order. Time has been allocated in the academic schedule for these efforts.

6. List the publications (books, magazine articles, journal articles, etc.) published by members of the faculty during the last three years.

Mc

NAVAL WAR COLLEGE
DEPARTMENT OF STRATEGY

Publication Credits
Last Three Years

<u>Name</u>	<u>Title and Publisher</u>
Philip A. Crowl	"Education versus Training at the Naval War College: 1884-1972," <u>Naval War College Review</u> , Nov-Dec 1973, Vol XXVI, No. 31, Sequence No. 246.
	"What Price Unity: The Defense Unification Battle, 1947-50," <u>Prologue</u> , Spring 1975.
	"John Foster Dulles: The Policy Behind the Myth," <u>Naval War College Review</u> , March-April 1975.
Thomas H. Etzold	"Der Amerikanische Abzug aus Vietnam und der Politik der Reaction," <u>Frankfurter Hefte</u> , Nov. 1972.
	"Tactical Implications of the Washington Naval Conference," <u>US Naval Institute Proceedings</u> (with S.M. Silver) Sept. 1973.
	"An American Jew In Germany: The Death of Helmut Hirsch," <u>Jewish Social Studies</u> , April 1973.
	"Illusionen des Krieges," <u>Frankfurter Hefte</u> , Feb. 1973.
	"Why America Fought Germany in World War II," <u>Forum Press</u> , 1973 (pamphlet, 16 pp.).
	"Illusion and Hope: Arms Limitation and Peace," <u>Peace and Change</u> , June 1973.
	"The Legacy of Asian Containment," <u>Korea Week</u> , Jan. 31, 1973.

Thomas H. Etzold
(continued)

"Rüstungsbegrenzung und Friede,"
Frankfurter Hefte, July 1973; reprinted
in The German Tribune Political Affairs
Review, Oct. 18, 1973.

"Crossing the Sahara: A Retrospective
View of the Lilly Program," The History
Teacher, published May 1974.

"The Relevance of Faith: Christians
and Public Policy," Fedes et Historia,
Oct. 1973.

"Gewalt und Diplomatie im nuklearen
Zeitalter," Frankfurter Hefte, Feb.
1974, pp. 93-100.

"Riding the Tiger: Force and Diplomacy
in a Nuclear Age," Army, Jan. 1974,
pp. 10-15. Reprinted in The Alternative,
March 1974.

"Myth, Man, and Statesman: John Foster
Dulles," The Alternative, May 1974.

"Protection or Politics? 'Perdicaris
Alive or Raisuli Dead'," The Historian,
Feb. 1975.

"Recipe for a Potboiler," The Alternative,
Feb. 1975.

"Understanding Consular Diplomacy,"
the Foreign Service Journal, March 1975.

"The (F)utility Factor: German Informa-
tion Gathering in the United States
1933-1941," Military Affairs, April 1975.

"Fiscal Diplomacy: The House of Morgan,
the State Department, and the Repara-
tions Loans," Peace and Change, Spring
1975.

"The Archives and Manuscripts of the
United States Naval War College,"
(with David F. Trask) in the Society
for the History of American Foreign
Relations Newsletter, June 1975.

James A. Field, Jr.

"Near East Notes and Far East Queries,"
John K. Fairbank (ed.), The Missionary
Enterprise in China and America,
Cambridge, Harvard University Press, 1974.

John L. Gaddis

The United States and the Origins of
the Cold War, 1941-1947, New York,
Columbia University Press, 1972.

"Was the Truman Doctrine a Real Turning
Point?" Foreign Affairs, LIII, January
1974, pp. 386-402.

"A Revisionist Monolith: American
Foreign Policy and the Origins of the
Cold War," Lawrence S. Kaplan, ed.,
Recent American Foreign Policy,
revised edition, Homewood, Illinois,
1972, pp. 359-363.

"Harry S. Truman and the Origins of
Containment," Frank Merli and Theodore
A. Wilson, ed., Makers of American
Foreign Policy, New York, 1974.

"The Cold War: Some Lessons for Policy
Makers," Naval War College Review,
November-December, 1974.

Frederick H. Hartmann

The Relations of Nations, 4th ed.,
Macmillan, 1973.

World in Crisis, 4th ed., Macmillan,
1973.

Edward L. Homze

Co-author with Alma Homze, Willy Brandt,
Thomas Nelson, 1974.

David MacIsaac
LCOL USAF

Introductory chapter to Monte D. Wright & Lawrence J. Paszek, eds., Soldiers and Statesmen, Washington: USGPO, 1973.

"What the Bombing Survey Really Says," Air Force Magazine, June 1973 (and Congressional Record, U.S. Senate, 10 Sep 1973).

"Where There's Pain There's Hope: Military Professionalism in the Dock," Air University Review, 24, 6 (Sep-Oct 1973).

"Of Victories, Defeats, and Failures: Perceptions of the American Military Experience," Air University Review, 26, 1 (Nov-Dec, 1974).

Richard Megargee

Realism in American Foreign Policy, Greenwood Press, 1974

Steven T. Ross

Quest for Victory French Military Strategy 1792-1799, A.S. Barnes, New York, 1973.

B.M. Simpson, III
LCDR USN

"On the Theory of Strategy," Military Review, June 1973 and as reprinted, "De la teoria de la estrategia," Revista Militar (Guatemala), July-September 1973.

STRATEGY DEPARTMENT

ADDITIONAL WORKS

FACULTY WRITING CURRENTLY ACCEPTED FOR PUBLICATION

John L. Gaddis

"The United States and Russia, 1781-1973," manuscript under contract to John Wiley & Company, probable publication, 1976.

"The United States and the Escalation of the Cold War, 1947-1953," manuscript under contract to Columbia University Press, probable publication, 1980.

Steven Ross

From Flintlock to Rifle: Infantry Tactics in the 18th and 19th Century, Greenwood Press, to be published in 1975.

B.M. Simpson, III
LCDR USN

"Some Thoughts on the Military Profession," U.S. Naval Institute Proceedings (Accepted. Publication forthcoming.)

Strategy, War and Maritime Power, Rutgers University Press (Accepted. Publication forthcoming.)

NAVAL WAR COLLEGE
DEPARTMENT OF MANAGEMENT
PUBLICATION CREDITS
PAST THREE YEARS

Name

Title and Publisher

LCOL G.A. Baker, USMC

"Accountability Accents
Results," Marine Corps
Gazette, October 1973.

"Participative Goal-Setting
in the Community College,"
with Richard L. Brownell,
Institute Proceedings, 1972.

"Goal-Setting for Organiza-
tion Accountability: A
Leadership Strategy (GOALS),"
The Casey Publishing Co.,
Inc., Durham, N.C.

"Instructional Systems Develop-
ment: A Challenge for the
Training Community" to Sixth
NAVTRAEQUIPCEN/Industry Confer-
ence, Orlando, Florida, 1973.

"Learning and Testing for
Mastery: A Training Strategy
for Professionals,"
Marine Corps Gazette. (in press)

"Participative Goal-Setting:
A Synthesis of Individual and
Institutional Purposes,"
Topical Paper No. 1: (IMAR)
National Laboratory for
Higher Education, Durham, N.C.,
1974.

"Personhood Development: A
Marriage of Instruction and
Counseling," American Associa-
tion of Community Junior
Colleges, Washington, D.C.
(March 1974)

Name

LCOL G.A. Baker, USMC
(Cont'd)

PROF G.F. Brown, Jr.

Title and Publisher

"Toward Internal Locus of Control," Education Technology, October 1973.

"A Bayesian Approach to Demand Estimation and Inventory Management," (with W. Rogers), Naval Research Logistics Quarterly, 1973.

"A Study of the Economic Impact of Environmental Demands on the Construction Industry," with L. Jacobson, Environmental Protection Agency, 1974.

"Analysis of the Neighborhood Youth Corps Program," with A. Holen, S. Horowitz, L. Jacobson, and L. Silverman," U. S. Department of Labor, 1973.

"Comparison of Forecast Accuracy When the Disturbances Are Small: Directly Estimated Reduced Forms vs. K-Class Induced Reduced Forms," Journal of the American Statistical Association, 1975.

"Disturbance Variance Estimation in Simultaneous-Equations Systems, with J. Ramage and V. Srivastava, Econometrica, 1975.

Quantitative Methods for Making Decisions, Naval War College, 1974.

Review of Public Claims on U.S. Output, Naval War College Review, 1974.

Name

PROF G.F. Brown, Jr.
(Cont'd)

Title and Publisher

Review of Frontiers of Quantitative Economics, Vol. II, Journal of the American Statistical Association, 1975.

"Statistical Forecasting of MPN Expenditures," Center for Naval Analyses, 1973.

"The Asymptotic Bias and Mean-Squared Error of Double K-Class Estimators When the Disturbances Are Small," with J. Kadane and J. Ramage, International Economic Review, 1975.

"The Impact of Labor Market Conditions on M.D.T.A. Completion Status," with S. A. Horowitz, Public Research Institute, 1973.

"The Moment Matrix of K-Class Estimates of Parameters in Different Equations of a Complete System of Simultaneous Linear Equations," Annals of the Institute of Statistical Mathematics, 1975.

"The Retail Price of Heroin: Estimation and Application," with L. Silverman, Drug Abuse Council Monograph, 1973.

"The Retail Price of Heroin: Estimation and Application," with L. Silverman, Journal of the American Statistical Association, 1974.

PROF R.F. Delaney

"People on the March," a pamphlet, U. S. Dept. of State, 1974.

Name

PROF R.F. Delaney
(Cont'd)

Title and Publisher

"Tomorrow: The Semantics of Defense Change," Naval Engineers Journal, April 1975.

"Security Policy Issues for 1977: Latin America," a chapter in American Security Issues for 1977, Wash., D.C., BDM Corp., 1975.

"And Then There Was the Church," Holy Cross Quarterly, Fall 1975.

Psychological Warfare Casebook, John Hopkins Press, 1974.
(contributor)

PROF L.R. Desfosses

"Corporate Directors Under Fire," (with E. P. Smith) California Management Review, Winter 1972.

"Some Characteristics of Machiavellian Leadership," (with Albert Della Bitta) Northeast AIDS Proceedings, April 1973.

"Affirmative Action Program; An Experiential Approach," Grant from Civil Service Commission, April 1973.

"Changing Management Systems," Top Management Institute--Civil Service Commission, Spring 1973.

"Studies in Corporate Power," Eastern Academy of Management Proceedings, May 1973. (with E. P. Smith)

"Pass the Buck," Wall Street: Review of Books, September 1973.

Name

PROF L.R. Desfosses
(Cont'd)

Title and Publisher

"A Survey of Corporate Power," Wall Street: Review of Books, December 1973.
(with E. P. Smith)

"A Positive Plan for Monitoring Corporate Power," National American Institute for Decision Sciences Proceedings, November 1973. (with E. P. Smith)

"A Process for Individual and Organizational Goal Setting," Rhode Island Department of Education. Funded by a grant from HEW, Fall 1973.

"Organizational and Individual Goal Setting: A Problem of Fit," S.E. American Institute for Decision Sciences Proceedings, February 1974.

"Human Goals: A Matter for Organizational Development," Northeast American Institute for Decision Sciences Proceedings, May 1974.
(with James Wilson and Peter Cressy)

"MBO: A Process and Evaluation," Northeast American Institute for Decision Sciences, May 1974. (with James Wright)

"Problems Related to the Use of External Change Agents," Northeast American Institute for Decision Sciences, May 1974. (with Norman Coates)

Name

LCOL J. Hogan, USA

PROF L.J. Korb

Title and Publisher

"Translating National Objectives into Specific Defense Programs," Military Review, January 1975.

"The Secretary of Defense and the Joint Chiefs of Staff in the Nixon Administration: The Method and the Men," in The New Civil-Military Relations: The Agonies of Adjustment to Post-Vietnam Realities, Transaction Books, Princeton, N.J., 1973.

Public Claims on U.S. Output: Federal Budget Options in the Last Half of the Seventies, American Enterprise Institute, Washington, D.C., 1973 (co-author).

"The Future of the Armed Forces: A Fiscal Perspective," International Studies Association/Section on Military Studies, November 1972.

"The \$100 Billion Threshold: Its Implications Upon the Future of the Department of Defense," Naval War College Review, May-June 1973.

"Congressional Impact Upon the Defense Budget: The Fiscal and Programmatic Hypothesis," American Political Science Association, September 1973.

"Congressional Impact Upon Defense Spending: 1962-73," Naval War College Review, November-December 1973.

Name

PROF L.R. Korb
(Cont'd)

Title and Publisher

"The Defense Budget Process,"
in Readings in National
Security (edited by
Richard Sinnreich), West
Point Press, 1973.

Public Claims on U. S. Output:
The 1975 Budget and Budget
Outlook, American Enterprise
Institute, Washington, D.C.,
1974 (co-author).

"The Joint Chiefs of Staff:
Access and Impact In Foreign
Policy," Policy Studies
Journal, December 1974.

"The Issues and Costs of the
New United States Nuclear
Policy," Naval War College
Review, November-December,
1974.

"Detente and the Defense
Budget," International Studies
Association, February, 1975.

"The Role of the Joint Chiefs
of Staff in the Foreign
Policy Process," in Foreign
Policy Analysis, Heath-
Lexington, 1975.

"The Long Range Implications
of the Bicentennial Defense
Budget," Armed Forces and
Society, Fall 1975.

"The Joint Chiefs of Staff in
1975: New Men for a New
Reality," Inter-University
Seminar on the Armed Forces
and Society, October 1975.

Name

Title and Publisher

PROF L.R. Korb

Pentagon Politics: The Clash
With Civilian Reality,
Barrows, 1975.

The Joint Chiefs of Staff:
The First Twenty-Five
Years, Indiana University
Press, 1975.

Educating the American
Military Officer, International
Studies Association, 1975
(Editor).

PROF C. Lewis

The Use of Simultaneous Equation
Models for Decisions Pertaining
to the Best Mix of Aircraft
Inputs, RC 206 (CNA: Washington,
DC), 1972.

"Simultaneous Equation Production
Functions (Cobb-Douglas type)
for Decisions Pertaining to--
Air (Airline) Resources,"
Naval Research Logistics
Quarterly, September 1974.

"Measuring of Air Station
Outputs in Relation to Inputs--
Productivity," Military Opera-
tions Research Symposium
Proceedings, June 1973.

"Management Factors Relative to
Defense Support Activities,"
American Institute for Decision
Sciences (AIDS) Proceedings,
May 1974.

"Strategic Material: More
Vulnerable Bottlenecks Ahead?"
National War College Proceed-
ings, July 1974.

Name

Title and Publisher

PROF C. Lewis
(Cont'd)

"Economics of Scale Issues at the Local Government Level," New England Business & Economics Proceedings, Oct 1974.

"A Methodology for Measuring Support Outputs in Relation to Inputs Productivity," Naval War College Review, Sep-Oct 1974.

PROF R.M. Lloyd

"Aircraft Periodic Depot Level Maintenance Study," with W. Lavalley, et. al., Center for Naval Analyses, Study No. 1025, 1974.

"Versatile Avionics Shop Tester/Automated Test Equipment," with R. Applemen, et. al., Center for Naval Analyses, Study No. 1024, 1973.

"Resource Allocation for Aircraft Support Facilities," Proceedings of Regional Business and Economic Development: The New England Experience, College of Business, University of Rhode Island, 1973.

"User's Guide to NARF Workload Planning and Budgeting Model," with I.B. Birch, et. al., Center for Naval Analyses, CRC 212, 1973.

PROF W.F. Rogers

"Assymptotic Expansion for the Wilcoxon Distributions," Annals of Mathematical Statistics, 1974.

Name

Title and Publisher

PROF W.F. Rogers
(Cont'd)

"A Bayesian Approach to Demand Estimation and Inventory Provisioning," with G. F. Brown, Naval Research Logistics Quarterly, December 1973.

PROF W.E. Turcotte

"Control Systems, Performance, and Satisfaction in Two State Agencies," Administrative Science Quarterly: 60-73, March 1974.

"Effectiveness and Ineffectiveness in the State Agencies," Decision Sciences, Education and Applications (Aids), May 17, 1974.

"Planning and Control in the Naval Supply Systems Command," Naval Supply Corps Newsletter, June 1973.

PROF R. Winston, Jr.

"Role Playing's Not a Game," Contact Magazine, 1973.

NAVAL WAR COLLEGE
DEPARTMENT OF NAVAL OPERATIONS

PUBLICATION CREDITS
PAST THREE YEARS

NAME

TITLE AND PUBLISHER

PROFESSOR L.E. BRUMBACH

"Aircraft Industry Mobilization Study"
Center for Naval Analyses, March 1973

"Navy Futures in the Pacific" - Guam
and the Trust Territory (with J.M.
Schick) Center for Naval Analyses,
Sep 1973

"Energy Technology and National
Security" Center for Naval Analyses,
April 1973

7. What assignments have been given to military faculty members who completed their faculty tours during the last three years?

POST FACULTY ASSIGNMENTS FOR LAST THREE YEARS (By Percent)

<u>Assignment</u>	<u>USN</u>	<u>USMC</u>	<u>USA</u>	<u>USAF</u>	<u>USCG</u>	<u>TOTAL</u>
	<u>STAFF</u>					
Headquarters	13	0	20	0	50	13
OSD	7	25	0	0	0	7
Joint/Combined Staff	13	0	0	0	0	7
Major Operational Staff	13	0	20	75	0	20
*Operational/Field	41	0	0	25	0	24
Education/Training	0	25	0	0	0	3
	<u>COMMAND</u>					
Shore	0	0	0	0	50	3
*Operational	13	50	60	0	0	23
TOTAL	100	100	100	100	100	100

NOTE: In addition to the above, 11 USN CAPT/CDR and 2 USA COL retired upon completion of their Naval War College tours.

*Operational/Field is operating ships and aircraft squadrons in the case of USN and USCG and battalion/wing for USMC/USA/USAF

8. How many former faculty members have been selected for general/flag rank?

COMMAND & STAFF FACULTY SELECTED FOR FLAG/GENERAL RANK

(Last 20 Years)

Navy	7
Marine Corps	1
Army	0
Air Force	0
Coast Guard	<u>0</u>
Total	8

NAVY LIST

<u>NAME</u>	<u>RANK ON FACULTY</u>
Chase, J.D.*	CAPT
Hoffman, R.F.*	CDR
Emerson, D.F.	LCDR
Matthews, H.S.*	CDR
Bagley, D.H.*	CDR
Bergner, A.A.	CAPT
Wulzen, D.W.*	CAPT
Colbert, R.C.*	CAPT
Vannoy, F.W.	CDR
Plate, D.C.	CDR
Dybdal, V.A.*	CDR
Miller, F.B.	CAPT
Van Arsdall, C.F.	CAPT
Welch, D.F.	CDR

*Not counted in above numbers as they were either in administration or faculty of the senior course and not Command and Staff faculty.

C. Curriculum

1. How long (weeks) is your program?

LENGTH OF ACADEMIC YEAR

From the prescribed date of reporting, 25 August 1975, to graduation, 23 June 1976, is a period of 43 weeks. There is a two-week period allowed for the Christmas recess and two days just before and immediately after the academic year for administrative purposes. Normally, the Current Strategy Forum, in which student participation is required, would take place during the administrative period at the end of the year. The Current Strategy Forum will not be held in 1976 due to scheduled Bicentennial activities and the CNO's Fourth International Seapower Symposium. The total classroom time in the program is 40 weeks.

Attached is a graphic display of the overall academic year schedule.

ACADEMIC YEAR 1975-1976

OVERALL SCHEDULE

	1st Trimester		2nd Trimester		3rd Trimester			
	28 Aug	18 Dec	5 Jan	7 Apr	8 Apr	16 Jun		
COLLEGE OF NAVAL WARFARE	STRATEGY & POLICY		DEFENSE ECONOMICS & DECISION MAKING		NAVAL OPERATIONS			
NAVAL COMMAND COLLEGE	28 Aug	18 Dec	5 Jan	7 Apr	8 Apr	16 Jun	Field Trips 17-26 Nov '75 2-15 Apr '76 One day at the U.N. when appropriate	
COLLEGE OF NAVAL COMMAND AND STAFF	28 Aug	9 Dec	10 Dec	7 Apr	8 Apr	16 Jun	↑ International students only	
NAVAL STAFF COURSE	28 Jul CLASS VII 19 Dec		19 Jan CLASS VIII 11 Jun					

2. Please provide an outline of your present curriculum.

Q

NAVAL WAR COLLEGE
CURRICULUM OUTLINE

INTRODUCTION

The curriculum of the Command and Staff College consists of courses in Defense Economics and Decision Making, Employment of Naval Forces, and Strategy and Policy as the primary core taught by the faculties of the three departments.

Integral to the curriculum but not under the purview of an academic department are a course in International Law, a series of special lectures and current policy briefings, and Professional Studies Conferences.

MANAGEMENT DEPARTMENT

NAVAL WAR COLLEGE
DEPARTMENT OF MANAGEMENT
DEFENSE ECONOMICS AND DECISION MAKING

Course Objectives

The Defense Economics and Decision Making course is designed to develop the students' skill in making or staffing high level decisions affecting the allocation of resources to defense programs. The problems of implementing those decisions are emphasized. The objectives of the course are:

a. to further develop student insights into the perspective, the competing pressures, and the available tools associated with analyzing unstructured national security problems (operational and managerial) in an environment of great uncertainty.

b. to assist the student to identify the opportunities for and limitations of the process of rational choice among alternative ways of solving these problems.

c. to contribute to the student's capability and to enhance his/her skills for performing effectively as a senior decision maker, manager, and staff member in the national security environment.

d. to contribute to student capability to communicate analyses, choices among competing alternatives, and plans for the implementation of decisions in the national security environment.

Course Description

The course lasts approximately fourteen weeks and consists of three courses which are taught concurrently.

The first course is titled Quantitative Factors in Defense Decisions. The course addresses the tools of Economic Analysis, Decision Theory and Operations Research which have found extensive application in defense planning. The mode of instruction combines seminar, lecture and case study. The class meets two times weekly. A point of theory is introduced at the first weekly meeting. The application of the theory to a real defense analysis situation is then introduced by faculty lecture and discussed in seminar.

Sample case work includes the economics and utilization of future surface effect ships to aggregate planning models for naval aviation resource allocation.

The second is titled Non-Quantitative Factors in Defense Decisions. The course addresses defense issues from an organizational viewpoint and how policies have been adopted and why, rather than how they might have been were economic rationality the only driving factor. Additionally, concepts of management control in government are studied and applied to case situations. The class meets twice weekly in seminar. The methods of instruction are similar to those in the quantitative course in that principles and points of theory are introduced and then applied to cases drawn from defense experience.

The third course, titled Decision Process, is structured almost totally around case study discussion. A distinction should be made between the cases addressed in Decision Process and those used in the other courses. In Quantitative and Non-Quantitative Factors, cases are used to illustrate points of theory and provide examples of their use in defense applications. Cases in Decision Process are deliberately open-ended and designed to exercise the students in making decisions in real world situations. The cases typically provide the student with the data which was available to a decision maker and the circumstances with which he was faced, to the extent that they are known, when a major defense decision was made. Thus, in many cases, the student will have only conflicting or insufficient information. The emphasis is on the students' ability to understand and employ a systems analysis framework and arrive at a decision. The course meets twice weekly in a small group seminar environment.

Essays and oral presentations are required in all three courses and a final examination is given in each. In addition, each student is required to prepare a term paper which is researched and written during the trimester under the guidance of a faculty advisor. Finally, on Wednesday afternoons guest lecturers drawn from various academic and government areas treat material not included in the course. In all, students receive fourteen contact hours of formal instruction weekly.

DEFENSE ECONOMICS AND DECISION MAKING

COURSE OUTLINE

28 August 12 September 12 November 9 December
↓ 1 . 2 . 3 . 4 . 5 . 6 . 7 . 8 . 9 . 10 . 11 . 12 . 13 . 14 ↓

QUANTITATIVE FACTORS IN DEFENSE DECISIONS

NON-QUANTITATIVE FACTORS IN DEFENSE DECISIONS

DECISION PROCESS

TERM PAPER

Quantitative Factors in Defense Decisions

- Week 1: Role of Quantitative Models in Defense Decision Making
- Week 2: Economic Markets and Mechanisms for Allocating Societal Resources - Application: The All-Volunteer Force
- Week 3: Resource Allocation and Cost/Effectiveness Analysis in the Defense Environment - Application: The Surface Effect Ship
- Week 4: Production Theory and Aggregate Planning - Application: Aggregate Naval Aviation Resource Allocation
- Week 5: Cost Analysis in the Defense Environment - Application: Build and Charter Program
- Week 6: Economic Decision Criteria and Their Application to Defense Problems - Application: Aircraft Pipeline Factors
- Weeks 7 & 8: Identifying & Quantifying Uncertainties in Defense Decisions - Application: Use of Information
- Weeks 8 & 9: Defense Decision Making in Uncertain Environments - Application: Testing and Modification Alternatives
- Week 10: Estimation as a Tool for Defense Decision Making - Application: Parametric Cost Analysis
- Week 11: Optimization Techniques in Defense Decision Making - Application: Procurement of Airlift and Sealift

- Week 12: Computer Simulation in Defense Decision Making - Application:
Tactical Simulation and War Gaming
- Weeks 12 & 13: Analysis of Weapons Acquisition Management - Application:
F-14 Acquisition Issues
- Week 13: Managing Quantitative Analysis in the Defense Environment -
Application; Various

Non-Quantitative Factors

- Week 1: Introduction to Non-Quant Factors in Defense Decisions
Role of Perceptions in DOD Decision Making - Application:
Individual, Organizational, and International Perceptions
- Week 2: Group Dynamics and Conflict
Individual and Organizational Expectations - Application:
A-7 Procurement Decision and Others
- Week 3: Communication and Changing People's Minds
Power and Authority - Application: Expertise and Change
Strategies
- Week 4: Motivation and Motives
Officer in the Role of War Fighter - Application: Motivational
Variables and Contrasting Leadership Styles
- Week 5: Officer in the Role of War Fighter
The Officer as Professional--The Military Career - Application:
Various
- Week 6: Integrating the Concepts--Kitty Hawk I
Congressional Interfaces--Kitty Hawk II - Application:
Various
- Week 7: Characteristics of Bureaucracy
Management Control--Planning and Programming - Application:
Various
- Week 8: Management Control--Management by Objectives
Management Control--Use of Input/Output Measures - Application:
Various
- Week 9: Management Control--Theories of Performance Measurement
Rational, Organizational, and Bureaucratic Politics -
Application: Various

- Week 10: On Affecting Other Nations
On Affecting Other Bureaucracies - Application: Various
- Week 11: DOD Issue Papers
- Week 12: Implementing the Policy and
On Affecting Change - Application: The Tactical Airlift
Consolidation
- Week 13: On Planning for the Future - Application: Navy Environment
in the Year 2000

Decision Process

- Week 1: Role of Systematic Decision Making in a National Environment
- Week 2: Complexities of DOD Resource Allocation
Role of a Decision Process in Defense Decisions
- Week 3: Structure of a Defense Decision Process and Problem Formulation
- Week 4: Conceptualizing Decision Process Within DOD
Pitfalls/Limitations of DOD Decision Making - Application:
Search, Evaluation, and Interpretation
- Week 5: ASW Commander - Application of the Decision Process
Cost Analysis in Decision Situations - Application: ASW
Force Employment
- Week 6: Weapons System Selection
- Week 7: Force Selection/Structuring - Application: Use of Computer
Simulation in Testing Alternatives
- Week 8: Economic Analysis Within DOD - Application: Various Cost/
Benefit Issues
- Week 9: Force Replacement - Application: Underway Replenishment
Alternatives
- Week 10: National Energy Policy Formulation - Application: Use and
Limitations of Systems Analysis in Choosing National
Policies
- Week 11: National Security Planning - Application: Cases in Strategic
Guidance

Week 12: Exam - Applying the Decision Process

Week 13: National Resource Allocation - Application: Federal Budget Exercise

Week 14: Resource Allocation at the DOD & Navy Level - Application: Navy Resource Allocation Exercise

NAVAL OPERATIONS DEPARTMENT

NAVAL WAR COLLEGE
DEPARTMENT OF NAVAL OPERATIONS
OUTLINE OF EMPLOYMENT OF NAVAL FORCES COURSE
COLLEGE OF NAVAL COMMAND AND STAFF
ACADEMIC YEAR 1975-1976

OBJECTIVE AND SCOPE

The objective of the Naval Operations trimester is to improve the students' ability to make sound tactical decisions in an operational environment of increasing complexity. The focus is on understanding the nature and inter-relations of naval missions; the characteristics and tactically significant considerations of weapon systems; categories, performance and constraint factors in employment of naval forces; and those engagement analyses and operations research techniques useful in deriving/developing tactics. The Military Planning Process (MPP) (Joint Operational Planning System) will provide the student with a sound background in operational planning.

METHODOLOGY

Teaching techniques in the curriculum employ the seminar method of instruction. Guest lectures are included to expand on material discussed in seminar. War gaming is employed to demonstrate and evaluate tactical concepts. Specifically, war gaming provides a vehicle for demonstrating operational scenarios and evaluating the output of student developed military plans and provides controlled tactical environment in which one variable at a time can be changed and the output observed and measured; this is most valuable for testing future tactical concepts.

CURRICULUM TOPIC OUTLINE

I. Technological Factors and Constraints in System Performance

A. Purpose. To extend the student's knowledge of the fundamental physical properties and limits of sensors, weapons and platforms, to determine various performance factors and to relate these factors to the selection of tactical alternatives.

B. Scope. In eleven seminars, the study covers communications, radar, sonar/MAD, electro optics/lasers, satellites, electronic warfare, weapons I (guns, missiles, bombs), weapons II (torpedoes, mines, nuclear weapons), aircraft platforms, ship/submarine platforms, command and control.

II. Engagement Analysis Study

A. Purpose. To (1) analyze selected naval engagements in order to increase skills in identifying those factors which most affect outcomes, and (2) consider the relative merit of opposing commander's course of action based on use of assumed sensors and weapons systems.

B. Scope. Utilizing assigned readings and seminar sessions on the below listed engagements, with three supporting lectures and two demonstrations, the study builds on principles treated in the preceding study of technological factors and constraints in systems performance. The one-on-one unit engagements are used in order to simplify the process of identifying principle factors and considerations affecting engagements of the types analyzed. Principles learned are applicable in turn to more complex interactions treated here and in subsequent portions of the Naval Operations curriculum.

SUBMARINE WARFARE (ASW)

1. Nuclear attack submarine vs nuclear attack submarine. (SSN vs SSN)
2. ASW surface ship in escort role vs nuclear powered attack submarine. (FF vs SSN)
3. ASW patrol aircraft vs nuclear powered submarine. (VP vs SSN)
4. Nuclear attack submarine vs Naval Task Group. (SSN vs NTG)
5. Integrated ASW Tactical Problem

AIR WARFARE (AAW)

6. Guided missile surface ship vs cruise missile (CLG vs CM)
7. Attack aircraft vs surface ship with surface-to-air missiles and conventional guns. (VA vs CLGM)
8. Fighter aircraft in fleet air defense role vs attack aircraft with anti-ship cruise missiles. (VF vs VA)
9. Integrated AAW Tactical Problem

III. Military Planning Process

A. Purpose. To acquaint the student with the structure of the Military Planning Process in order that a Commander's Estimate of the Situation may be developed for a given scenario.

B. Scope. Through assigned readings and the following lectures and seminar work the student gains knowledge and practical experience in planning and problem solving through the development of an OP Order and the play of a tactical war game.

MILITARY PLANNING PROCESS

LECTURES

1. Military Planning Process (MPP)
2. Harpoon Study Methodology
3. Scenario Intelligence Presentation
4. Logistics
5. Joint Operational Planning System (JOPS)

SEMINARS

1. Commander's Estimate of the Situation (CES): Mission Analysis
2. CES: Enemy Capabilities
3. CES: Own Courses of Action
4. CES: Decision
5. Operation Order Preparation
6. Operation Order Preparation
7. Operation Order Preparation
8. Operation Order Preparation

WAR GAME

Familiarization, Game Day and Washup

IV. Sea Control Study

A. Purpose. To examine the elements of this basic mission of the Navy considering logistics, support, technical and tactical factors and alternatives and trade-offs implicit in the formulation of tactical decisions which lead to the effective employment of integrated forces.

B. Scope. This study consists of assigned readings and the following seminar, lectures and a Sea Control Decision Game.

SEMINARS

1. The Sea Control Mission
2. Choke Point/Sortie Control
3. Open Area Operations (Submarine Threat)
4. Open Area Operations (Multi-threat)

LECTURES

1. The Soviet Navy
2. International Law Pertaining to Sea Control
3. The Strategy of Sea Control
4. SSN Operations in the Mediterranean
5. Anti-Ship Missile Defense

V. Projection Study

A. Purpose. To study the projection of naval power ashore through a war gaming demonstration and tactical problem and the seminars and lectures listed below. The study focuses on two major elements of naval power which could be employed in the landward extension of seapower--Naval Tactical Air Forces and Amphibious Assault Forces. Although not separately addressed, Naval Bombardment is discussed relative to support of amphibious operations.

B. Scope. Assigned reading material, case studies and proposed topics for seminar papers have been selected to cause focus on the factors influencing the tactical employment of naval amphibious and tactical air forces and their command and control.

SEMINARS

1. Carrier Employment
2. Air Superiority
3. Close Air Support and Air Interdiction
4. Mine Countermeasures
5. Development of Amphibious Warfare
6. Present and Future Amphibious Operations

LECTURES

1. Carrier Aviation in Projection
2. International Law and Projection
3. Mine Warfare
4. Navy Amphibious Operations
5. Marine Corps Amphibious Operations

VI. Naval Operations in Peacetime

A. Purpose. To identify broad principles which determine the efficacy of the use of naval forces in peacetime to influence the policy decision of other nations.

B. Scope. This study consists of a series of lectures and readings which (1) discuss the growing importance of naval forces in providing an overseas peacetime presence, (2) place Naval Operations in peacetime in perspective as one of the instruments used in the implementation of foreign policy decisions, (3) describe the opportunities and constraints imposed on the use of these forces by the international legal system and, (4) present the Soviet point of view in regard to the use of naval forces in a peacetime influence role. Selected students will conduct analyses of relevant case histories in order to identify the specific advantages (or disadvantages) accruing from peacetime operations and to formulate tactical principles governing the use of naval forces in a peacetime influence role. These analyses will be formally presented during designated seminar periods and a demonstration will supplement the international law study.

LECTURES

1. Naval Forces in the Execution of National Policy
2. Peacetime Naval Operations and International Law
3. The Soviet View of Navies in Peacetime

SEMINARS

1. Introduction to Peacetime Naval Operations, Presentation of One Student Case Study
2. Presentation of Three Student Case Studies
3. Peacetime Naval Operations Homework Problem and Decision Game

VII. Strategic Forces Study

A. Purpose. To understand the concept of the "TRIAD" in achieving deterrence and the contributions and weaknesses of each element.

B. Scope. Through seminars, lectures and readings the study will cover the operating characteristics of the three elements of the "TRIAD". Command and control, deployment, conditions of readiness, safeguard requirements, capabilities, limitations, and vulnerability of these elements will be examined in order to appreciate their unique contributions.

STRATEGY DEPARTMENT

NAVAL WAR COLLEGE

DEPARTMENT OF STRATEGY

Outline Of Strategy And Policy Course

The Department of Strategy offers a 10 week Strategy and Policy course to the College of Naval Command and Staff. It is a shortened version of the fifteen-week course offered to the College of Naval Warfare and Naval Command College. This briefing paper concerns only the abbreviated version of the course. The course is concerned with the interrelationships of military strategy and foreign policy, with the political uses of military power, and with the roles of both military and political leaders in policy planning, military planning, and war. The course establishes the conceptual framework in which maritime forces contribute to the achievement of national policy objectives.

Course Objectives

The Naval War College seeks to prepare the student to participate in the formulation and decision making process in the areas of strategy and policy. Subsidiary objectives are to broaden the student's view of the world and to sharpen his analytical skills. Finally, by familiarizing the student with a variety of historical models, of alternative solutions to problems of strategy and policy, the Naval War College provides instructive guides to future action.

Course Content

The course as presented in the spring 1975 trimester is a series of historical case studies arranged in chronological order. They are ten in number, as follows (each Roman numeral indicating a week of study):

- Topic I - The Classical Prototype: Athens versus Sparta
- Topic II - Strategic Theory: Clausewitz, Corbett and Mahan

- Topic III - Land Power, Sea Power and the Balance of Power: The Age of Napoleon, Nelson and Metternich
- Topic IV - From Multipolarity to Bipolarity: Bismarck to Sarajevo
- Topic V - Strategic Lessons of World War I
- Topic VI - The Search for Peace and the Road to War, 1919-1941
- Topic VII - The Strategy of Coalition War: World War II
- Topic VIII - From Coalition to Bipolarity: The Cold War
- Topic IX - The Strategies of Revolutionary War: The French Experience in Southeast Asia
- Topic X - Strategy and Crisis Management in the Nuclear Age

(Note: Case studies currently under consideration for future use include: "Strategic Uses of Sea Power: Growth of the Soviet Navy"; "Evolution of United States Naval Strategy"; and "Alliance Strategy in the Nuclear Age: NATO.")

These case studies are conceptually interdependent in that they repeatedly touch on a number of recurring themes. The most important of these are as follows (the Roman numerals designating the weeks during which each recurring theme is covered):

War as an extension of politics by other means:
war aims and war strategies
(I, II, III, IV, V, VII, IX, X)

Civil-military relations: military influences on foreign policy; civilian influences on strategy
(II, IV, V, VII, VIII, IX, X)

Coalition strategies in wartime
(I, III, IV, V, VII)

Alliance systems in peacetime: multipolarity and bipolarity; collective security; balance of power

(I, IV, VI, VII, VIII)

Total war and limited war

(I, II, III, IV, V, VII, IX, X)

Guerrilla warfare; civil; insurgency and counter-insurgency

(I, II, III, V, VII, IX)

Maritime Strategy; sea power versus land power

(I, III, V, VII, X)

International law and maritime strategy

(III, V, X)

Strategy of air power

(V, VI, VII, VIII, X)

Nuclear strategy and policy

(VII, VIII, X)

Domestic political and social influences on foreign policy and military strategy

(I, II, III, IV, V, VI, VII, VIII, IX, X)

Impact of ideology on strategy and policy

(I, III, IV, V, VI, VII, VIII, IX, X)

Impact of strategic theory on conduct of war

(II, III, V, VI, VII, IX)

Economic roots of policy and strategy

(I, III, IV, V, VII, VIII, IX)

Economic warfare: blockades, embargoes, etc.

(III, V, VII, X)

Logistics and strategy

(I, III, V, VII, IX)

Crisis management

(IV, V, VI, VII, X)

Arms races, arms control disarmament

(IV, V, VI, VIII, X)

Impact of history on strategy and policy decision making
(IV, V, VI, VII, VIII, IX, X)

Lessons of history for current strategy and policy
(I, II, III, IV, V, VI, VII, VIII, IX, X)

Methodology

The students participate in the analysis of these case studies as follows:

1. Readings: Approximately 1,000 pages per week.
2. Lectures: One per week by a resident faculty member; one per week by a guest lecturer, usually from another campus, followed by 2-3 hours of questions and answers.
3. Papers: Three per term per student. These are short (ten-page) papers presented to and discussed in seminars. The student must defend his paper; others are assigned to critique.
4. Seminars: Two per week (the first of one hour duration and the second of three hours duration). They consist of two faculty (military and civilian) seminar leaders and twelve student members.
5. Tutorials: At the option of either student or faculty member. Strongly encouraged and actively pursued providing substantial one on one contact to foster student development.
6. Examinations: A midterm examination of one hour at end of fifth week; a final examination of three hours at end of tenth week. Student must relate principles learned to present and future.
7. Visiting Professors: In addition to their keynote address, visiting professors conduct a large post-lecture conference as well as five seminars. Discussions continue at four luncheons/dinners.

NON-DEPARTMENTAL

NAVAL WAR COLLEGE
INTERNATIONAL LAW COURSE

Objective

The International Law Course is designed to educate officers to understand:

- a. The fundamental nature and structure of International Law.
- b. How to identify the International Law aspects which exist in a comprehensive operational problem.
- c. The effect of International Law on the formulation and execution of national policy and strategy.
- d. The application of International Law to selected jurisdictional areas such as land, sea and air.
- e. The basic rules affecting the use of force in peace and war.

Outline

Through selected readings, seminar support papers and lectures, the International Law program is integrated with the primary courses throughout the year.

In the first trimester five lectures are presented which cover fundamental concepts of International Law, the ways in which it affects governmental decisions, the principles concerning the use of armed force, the Law of Naval Warfare, and developments in the Law of the Sea.

In the Employment of Naval Forces course during the second trimester, International Law as it pertains to the Naval Mission areas is incorporated as an integral part of the study.

In the third trimester, International Law is presented in lecture format to cover land warfare, humanitarian laws regarding armed conflict, uses of air space and space, status of forces, and base rights.

NAVAL WAR COLLEGE

SPECIAL LECTURE PROGRAM

A lecture program is presented as a regular part of the curriculum to expose the students to various national, international and military subjects, not otherwise covered, by people distinguished in their fields. Four of these lectures are financed by the Naval War College Foundation or the Frank E. Nash Memorial Foundation. These are evening lectures, rather formal, delivered by distinguished people on subjects of interest to the professional military officer and are described below.

- The Annual Spruance Lecture has a military flavor of some form and is usually delivered by a noted author. This year Mrs. Barbara Tuchman will present the "Lessons of History."

- The International Lecture Series is an annual lecture delivered by a distinguished international personality on a subject of international interest. Past speakers have been Admiral Uchida, former Chief of the Japanese Self Defense Force and General Steinhoff, former Chairman of the NATO Military Committee. This year's speaker is Sir Christopher Soames, Vice President of the European Economic Communities.

- The Bates Memorial Fellowship brings a distinguished retired Naval officer to the War College for a one month period to write a significant paper for publication or reference and to lecture to the students on the subject of his paper. Last year - the first year - Admiral Horacio Rivero lectured on the problems of a Commander in a Multi-national Alliance. Arrangements for this year's Fellow have not been finalized.

- The Frank E. Nash Memorial Lecture is sponsored by the Frank E. Nash Memorial Fund and is hosted every third year by the Naval War College. The other hosts are the National War College and Georgetown University. This lecture will deal with an important aspect of International Relations and honors a man who was a career diplomat. This year's lecturer will be The Honorable Dean Rusk.

In addition to these required evening lectures, through a series of daytime presentations by the Chiefs of Services, the Secretary of the Navy and the Chairman of the Joint Chiefs of Staff, students are exposed to top level thinking and decisions on the problems, policies and programs of the services and the Department of Defense.

NAVAL WAR COLLEGE

CURRENT POLICY AND INTELLIGENCE BRIEFINGS

A series of briefings are presented to provide the students with current U.S. Foreign Policy and Intelligence information. These are considered an integral part of the course of study. The series begins in January 1976 and is prepared and delivered by the State Department Advisor and the Intelligence Section of the Naval Operations Department. The series consists of seven lectures covering U.S. Foreign Policy in various areas of the world and supporting rationale followed by the related current intelligence briefing.

NAVAL WAR COLLEGE
PROFESSIONAL STUDIES CONFERENCES

Objective

Professional Studies Conferences are designed to introduce the students to current attitudes and policies, both inside and outside governmental circles related to selected subjects.

Outline

During the regular school year three Professional Studies Conferences are scheduled. Two, which have been regularly scheduled annual events, are the Military-Media Conference and the Current Strategy Forum (this year, because of bicentennial events scheduled at the time normally allocated to the Current Strategy Forum, the Forum has been cancelled). The third conference normally held during the spring has a theme based on some current issue of significance to the naval leader.

These conferences feature noted specialists lecturing in their fields, participating in panel discussions, and participating in seminars with the students. Subject matter is fully developed and discussed, and in seminar, issues are fully debated. Participation by students is required and their preparation consists of pre-conference reading and seminar work.

Description

- Military-Media Conference. Approximately sixty representatives of the news media, including radio, television, newspaper and magazine media come to the Naval War College for a two day period to interact with students. The theme of the conference centers on the mutual roles and responsibilities of the principals in a free society. Members of the media present lectures and field questions from the student body. Students observe and participate in panel discussions which are moderated by the faculty. Students then participate in seminar discussions with media representation.

- Current Strategy Forum. Approximately 200 guests from nearly every aspect of the American scene, clergy, labor, media, business, Congress, etc., attend this conference. The theme is devoted to a definite current issue influencing U.S. strategy or policy (i.e., Energy Crisis, National Security Process, etc.). Lectures, panels and seminars are also employed here.

- The Spring Conference. This conference has no particular name assigned. Subject matter varies for this conference but is selected for its currency and significance to the naval leader and decisionmaker. Past conferences were on the subjects of SALT and Business and Industry. The theme for this year's conference is in development.

3. How has the curriculum evolved over the years?

EVOLUTION OF THE CURRICULUM

What today is called the Command and Staff Course was started in 1923, but did not have the present day name or emphasis until 1950. Between 1923 and 1940 the "Junior Course" took the same form as the "Senior Course"; however, it was for Lieutenant Commanders (O4's) and was more elementary. During the WWII years it evolved to a wartime emergency course of five months' duration but still emphasized Tactics, Strategy, Command, and International Law.

Following WWII the ten month "Junior Course" was reinstated in a format almost identical with the "Senior Course", the principal difference being the age and rank of the students. In 1950 under the influence of Admiral Spruance, there was a major shift in the curriculum to emphasize proper staff procedures. The Command and Staff Course in its modern form was a natural result. Its mission--"to provide Lieutenant Commanders and junior commanders (equivalent rank of other services) with a better understanding of the operational functions and procedures of staffs"--corresponded roughly with the Army's Command and General Staff School. The curriculum went, of course, well beyond staff procedures. In the '50's and midway through the '60's emphasis continued to be placed on an understanding of communism. A thesis quality paper was required on some facet of this subject. An understanding of International Relations/Law, Operational Planning, Weapons Systems, Logistics, and the Organization for National Security was required.

The mission of the Command and Staff course was changed in 1960--to further the students' understanding of the fundamentals of warfare, with emphasis upon the operational functions of command, including operational planning and command procedure. Organizational functions and procedures of operational staffs were introduced and the students participated in planning for joint and combined operations. In 1965 Military Management was added. Then in 1967, Fundamentals of Strategy, a course taken in conjunction with the senior course, was instituted.

In January 1973, in midyear, the Command and Staff curriculum was changed to parallel the senior course closely. By the beginning of academic year 1973-74, the two courses had become approximately 80 percent common. The major differences between them were that the Command and Staff students received a similar but shorter Strategy and Policy course, while the Command and Staff Employment of Naval Forces course included the Military Planning Process and

Staff Procedures. For both schools, the Defense Economics and Decision Making course was practically identical. In 1975, the course has been further altered so that two more weeks have been added to the Naval Operations course to provide additional attention to the Military Planning Process - at the expense of the Defense Economics and Decision Making Course.

4. What is the procedure by which the curriculum is changed? (How are new courses added or old courses dropped?)

PROCEDURES FOR CHANGING CURRICULUM

Initiatives for changing the curriculum may stem from higher authority, but normally they are generated from the Naval War College itself.

The President, Naval War College, as a member of the Chief of Naval Operations Executive Panel, and by continuing liaison with high level policy makers, is current on the policy and program developments pertinent to the curriculum. Other staff members are, of course, also involved in the liaison process. This knowledge and that gained from the evaluation of the course from other sources (see Tab T) are the basis for refinements of the curriculum.

Annually, each academic department conducts a series of faculty conferences for the purpose of reviewing the previous year's work. Involved in these conferences are the entire departmental faculty, the President and his principal advisors. The previous year's student critiques are analyzed, obsolete materials are purged, new materials are investigated, policy guidance is introduced, and innovations are presented. All issues are debated in these conferences and the faculty is given full opportunity to participate and express views. As the conferences progress, the necessary decisions on most issues relative to curriculum change are made. Thereafter, a special meeting is then called, involving the President and his senior advisors, to decide the remaining issues as well as to discuss interdepartmental issues which may have arisen.

The Department Chairman and his faculty then develop the draft syllabus of the coming year's course and present it to the President and his principal advisors. At this meeting final decisions are made on the next year's curriculum and the specific content is approved by the President.

The Department Chairman, in conjunction with his faculty, organizes the course materials, develops supporting study guides, and finalizes and presents the syllabus to the Dean of Academics for approval.

5. How is the program evaluated?

T

PROGRAM EVALUATION

The Command and Staff program is evaluated by the faculty, the students, and by external sources. The outcome of the integration of faculty and student critiques constitutes by far the most useful source of curriculum evaluation.

Faculty evaluation. The faculty of the Naval War College have been evaluated by the American Council on Education as comparable to that of a quality graduate school. They have the credentials and experience to evaluate the course. As teachers in daily contact with the students, they measure the extent to which the course material is being absorbed and the extent to which the established objectives are being accomplished. Their individual expertise is also useful in determining the pertinence of the material to the real world situation. Faculty members travel and research the literature in order to determine the currency of the material. New faculty members also bring new points of view which are useful in keeping the course material current.

Student critiques. Students play an important role in the program evaluation. With differing backgrounds, they provide a great variety of experience and as a body offer an excellent basis for evaluation and improvement of the courses. Critiques are submitted following each trimester, are analyzed and briefed in detail to the departmental faculty, President and his principal advisors.

Outside evaluation. There are a variety of sources of outside evaluation of the curriculum.

a. Independent professionals in the education field. For the past three years, the Naval War College has employed the services of Mr. Dean Whitla, Director of Instructional Research and Evaluation, Harvard University, to interview students and graduates of the Naval War College. In his first year, Mr. Whitla interviewed students at Newport. In the second year, he visited Norfolk and Washington to interview officers one year after graduation. This year he interviewed officers who had graduated one and two years previously.

b. The Office of Education Credit of the American Council of Education evaluated the curriculum in the spring of 1974 and reported the following:

"Strategy curriculum: in the graduate category, 6 semester hours assigned to the combined areas of economics, 19th and 20th century diplomatic history, political science, and international relations: in the upper division-baccalaureate category, 9 semester hours assigned to the combined areas of economics, 19th and 20th century diplomatic history, political science, and international relations.

Defense Economics and Decision Making curriculum: in the graduate category, 12 semester hours in the areas of management and business administration; in the upper division-baccalaureate category, 15 semester hours in the areas of management and business administration.

Tactics (now Employment of Naval Forces) curriculum, no credit because of the military nature of the course."

c. Visiting specialists are invited to the Naval War College by the President to spend several days studying the curriculum. This category consists almost exclusively of active duty or retired three and four star officers.

d. The Board of Advisors to the President takes an overall look at the entire Naval War College operation at the annual meeting. Individual Board members make additional visits to delve into the fine grain of specific aspects of the curriculum. Vice Admiral Lee will visit the College in October to advise on our Advanced Research effort. Admiral Rivero will visit in November and will focus on the Strategy and Policy curriculum. To benefit more fully from the talents of Board members, this visit program must be intensified.

e. Visiting lecturers, who have had the opportunity to review the syllabus of the department for which they are lecturing, offer critical comments. These lecturers bring the latest information in their field of expertise.

D. Associated Studies and Research

1. Is your college formally engaged in any research activity or studies for your Service staff, the JCS, or OSD?

RESEARCH ACTIVITY

The Naval War College is engaged in advanced research which supports the Navy staff. The level of such activity must increase as part of the overall effort to address the issues which must be dealt with by a Navy in transition.

Topics for research to be conducted by or under the auspices of the Center for Advanced Research may be submitted to the President, Naval War College in one of several ways: by the personal, direct initiative of individual researchers (student, faculty, or outsider); by requests to the President, Naval War College by various Navy agencies or commands; or from problems recognized by the College. These proposed research topics are reviewed by the Advanced Research Council then forwarded to the President, Naval War College.

The general criteria for all studies are that they be of special pertinence to the Navy and of value to the national security of the United States. In order to insure pertinence and value of strategic and tactical studies, proposals are coordinated with DCNO (Plans, Policy, and Operations) for strategic studies and Director, Antisubmarine Warfare and Ocean Surveillance Programs for tactical studies as appropriate. The final decision, however, on whether and when a research project is undertaken is made by the President of the Naval War College. The Naval War College will not become an extension of OPNAV, responding to short deadlines. This is the place where the longer view should be taken.

The concept for the Center for Advanced Research, its organization and the classes of research activity are discussed in the brief, "SSI-Type Research Center" at TAB V.

An example of the kind of tactical research topic would be the recently completed "HARPOON" study which resulted in a "Tactical Guide for the Harpoon Weapon System," which has received fleet-wide distribution and will go to sea with the weapon in 1976.

2. Is there a research center associated with your college similar to the Strategic Studies Institute at the Army War College? If so, how is it related organizationally to the college? How is it manned?

SSI-TYPE RESEARCH CENTER

The Naval War College Center for Advanced Research was established in March 1975 as a mission-change outgrowth of the then existing Advanced Research Department. The present approach proceeds on the basis that the Naval War College should be the center for long-range conceptual thinking for the Navy--an ambitious goal toward which the College will strive as an objective which ranks just behind our primary responsibility, the professional education of the students.

The topics of research interest are similar to those undertaken by the Strategic Studies Institute at the Army War College but the method of topic selection and approval is somewhat different. All proposed research projects are reviewed by the Advanced Research Council and are recommended for approval or disapproval to the President of the War College who makes all final decisions, taking into account advice received from the DCNO (Plans, Policy and Operations) or the Director, Antisubmarine Warfare and Ocean Surveillance Programs. The Council is chaired by the Dean of Advanced Research. Senior civilian and military faculty are regular members and often other faculty members and consultants provide advice on projects in their particular field of competence.

The Center for Advanced Research, directed by the Dean of Advanced Research, is a major division of the Naval War College. The Dean reports to the President through the Chief of Staff. The Acting Dean is a civilian scholar with extensive experience in research administration. The Center has two research departments, Strategic and Tactical, each under a Director. The incumbents are a civilian professor and a Navy officer (Captain selectee), respectively. Two other elements are the Center for War Gaming, under a Director (Captain), and the Naval War College Review, under an Editor (Lieutenant Commander).

There are three classes of researcher within the Center for Advanced Research:

Advanced Research Scholars are those researchers not otherwise associated with the Naval War College whose special costs of research are supported, by contract, by the Naval War College.

Advanced Research Associates are those few Naval War College students, military and civilian, whose competence, background, and personal commitment to do research qualify them for such appointment. Advanced Research Associates usually initiate their own applications but in some instances a recruiting effort has been mounted in order to attract researchers with needed qualifications.

Graduate Fellows (four this year) are those recent graduates of the Naval War College whose qualifications to conduct significant research are such that they are invited to formally request an extension of their tour at the War College. Graduate Fellows enjoy faculty status and may assist an academic department as may be mutually arranged (lectures, seminars, preparation of course materials, etc.) but their principal effort is directed toward research.

3. What percentage of the faculty and students participate in such research/study activity? How much time is spent by faculty and students in these activities?

FACULTY-STUDENT PARTICIPATION

Thirteen students during 1972-1973, twenty during 1973-1974, and twenty-four during 1974-1975 participated in the Advanced Research Program equating to approximately 3, 5, and 6 percent of the student body. These figures are expected to increase during Academic Year 1975-1976. Research under this program is a full time activity with students participating for one or two trimesters. Students are expected to participate in as much of the regular course work as their research program will permit.

Each student applicant/participant has a faculty advisor (or advisors). The advisor supervises the student's research and writing, advising him regarding sources, methods of research and analysis, and organization and presentation of his discussion and conclusions. Finally, the advisor shares in the grading of the student's research product.

Faculty and staff members may also be called upon to advise and consult with outside participants in the program. In particular, competent and interested faculty and staff members are normally asked to read and critique products submitted by the outside research associates, particularly if their subjects are highly specialized.

During the past three years, approximately thirty percent of the faculty and several of the staff have served as advisors to researchers.

Faculty members also conduct their own research projects, of course. In recent years and as a result of the dramatic curriculum changes of the past 3 years, however, the majority of faculty research has been in direct support of the Naval War College curriculum development. Tab Mc does reflect most of the other research which faculty members have undertaken in recent years. Faculty members have also actively participated with students in research efforts in addition to their advisory role. All members of the faculty are active teaching members and none are totally involved in advanced research.

4. What specific contributions of significance have been made to your Service or DOD by studies and research conducted in conjunction with your programs?

SIGNIFICANT CONTRIBUTIONS

Significant recent examples include: "Command and Control: A Contemporary Perspective." This study by a student is being used in the consideration of the architecture of a Navy C³ system.

"Tactical Guide for the HARPOON Weapon System." This guide, developed by eleven students and two faculty members, will go to sea with the weapon. Fleet-wide distribution of the first two sections is being accomplished now by OPNAV. The Guide is being put to early practical use in the test and evaluation of the HARPOON system.

"Foundations of Search Theory." This work is coming to be accepted as the standard in the field. Its author, Lawrence Stone of Daniel H. Wagner, Associates, has been a navy consultant on several "search" projects, the most recent being the mine-clearing operations in the Suez Canal.

"American Naval Power in the Mediterranean", by an Advanced Research Scholar, Professor Edward Luttwak, is now widely read in Washington, as the result of which Professor Luttwak is now a consultant to Secretary Schlesinger.

"Prevention of Alcoholism and Other Drinking Problems in the U.S. Navy" and "Prejudice in Management and Decision-making," both by students, have been used by the Navy's human resources/professional development programs.

"The Armed Forces Code of Conduct" and "Evaluation of the Code of Conduct" also prepared by students were used as sources by Service staffs in preparing position papers on proposed changes to the Code.