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STATEMENT OF  
  
COLONEL RAYMOND C. DAMM, JR.  
DIRECTOR, MARINE CORPS COMMAND AND STAFF COLLEGE  
  
BEFORE  
  
THE HOUSE ARMED SERVICES SUBCOMMITTEE  
  
OVERSIGHT AND INVESTIGATIONS  
  
ON  
  
PROFESSIONAL MILITARY EDUCATION  
  
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DIRECTOR, MARINE CORPS COMMAND AND STAFF COLLEGE**

Chairman Snyder, Ranking Member Wittman, distinguished sub-committee members.

Good morning. On behalf of General Gardner, Marine Corps University President, thank you for allowing me to tell you about the accomplishments of your Marine Corps Command and Staff College.

**MISSION AND INTENT**

Since its establishment in 1920 as the Field Officers' Course, the Command and Staff College has been dedicated to the preparation of field grade officers for the challenges of an increasingly complex operating environment. Informed by the study of history and culture, the College's present mission is to "educate and train its joint, multinational, and interagency professionals in order to produce skilled warfighting leaders able to overcome diverse 21<sup>st</sup> Century security challenges." We teach warfighting, and the context in which that warfighting occurs. We employ adult education methodologies, relying heavily on a combination of seminars, practical applications, case studies, and student self-direction. As its Director, my intention is to create an atmosphere of professional excellence by employing a first-class faculty and staff, working with energetic, motivated students in a supportive, challenging and forward-looking educational environment. The end result is an officer who thinks critically and exercises sound military judgment. We strive to enable our graduates to be outstanding planners, accomplished communicators, both orally and in writing, innovative thinkers, and sound decision-makers, adept in solving the complex problems of the inherently ambiguous and

dangerous world they face upon graduation, and to perform effectively at the operational level of war. In short, we seek to produce graduates who can think creatively, reason critically, and act decisively.

## **STUDENTS**

Our students are accomplished professionals, aggressive, bright, savvy, and, in this year's class, more than 80% combat veterans. Knowing they will soon return to the fight, they are eager to learn. Our task is to continue to offer them intellectual experiences that will be professionally useful to them. Back in 1988 there were 124 Marines, 22 International Military Students, and 12 students each from the Army, Navy, and Air Force. No civilians. No Coast Guard. A total of 188 in the class. This year there were 100 Marines, 17 Army, 21 Navy, 14 Air Force, 27 International, 1 Coast Guard, 12 civilian interagency. A total of 192. So the student body has become more joint, multinational, and interagency in its composition and only about 50% Marine. To ensure the greatest possible interaction and exchange, the College breaks down the student body into twelve Conference Groups (CGs). Each CG has 14 or 15 students. The College's Operations Officer/Registrar arranges the CGs so that each of the services is represented by at least one student. She also distributes the Marine Corps students so that all specialties in the Corps are present in each CG. There are two (occasionally three) international military students in each CG. Civilian students are distributed one per CG. The composition of each CG meets the standard as set forth in the CJCS Officer Professional Military Education Policy (OPMEP).

The program for our International Military Students is comprehensive. With their presence in each of the College's CG's they are completely integrated within the student body and curriculum. From the day we welcome them until the day we say "so long," we are better off because of their professional, cultural, and personal insights. This year students came from the following countries:

Afghanistan	Australia	Bahrain	Canada
Colombia	France	Georgia	Germany
India	Indonesia	Italy	Japan
Jordan	Korea	Netherlands	Norway
Pakistan	Philippines	Portugal	Romania
Saudi Arabia	Spain	Taiwan	Thailand
UAE	Ukraine	United Kingdom	

For AY 09-10, international military students will attend from the following countries:

Afghanistan	Argentina	Australia	Bahrain
Bangladesh	Brazil	Canada	France
India	Indonesia	Italy	Japan
Jordan	Korea	Macedonia	Mexico
Morocco	Netherlands	Norway	Pakistan
Philippines	Saudi Arabia	Singapore	Spain
Taiwan	Ukraine	United Kingdom	

The operating forces tell us they want graduates who can write concisely and persuasively, can speak lucidly, and can confront complex problems successfully. To accomplish these goals requires a faculty who can draw the best out of our students and a challenging and relevant curriculum. The College is blessed with both. Let me talk about our faculty at greater length.

## **FACULTY**

The faculty is the College's center of gravity. Our unique combination of military officers and civilian academics, paired as faculty teams, create the learning environment in the College. The assessment of the College by Rep. Skelton's panel over twenty years ago found much about which to be concerned. At that time we had a total of only 24 faculty, including just one civilian Ph.D. and one officer each from the Army, Navy, and Air Force. The military faculty possessed limited operational and academic credentials. Since then our faculty has increased in number and improved in quality. Our current military faculty are among the best and the brightest. They are carefully screened for their operational experience. Our requirement is for former commanders, war college graduates, with Master's degrees. The drawback of this approach is that such high quality officers are in great demand, so they often do not stay on the faculty for more than one year. Just this month we said good-bye to 12 of our 19 military faculty. More than half departed because of promotion to Colonel or to take a command. The College is willing to accept such a rate of turnover in order to retain the high quality of our military faculty. The Command and Staff College is not a place to disappear off the radar screen and to languish.

For AY 09-10, our 22 military faculty will include many post-command and war college graduates with extensive operational (including combat) experience. All have advanced degrees. That number also includes two officers each from the Army, Navy, and Air Force, as well as a Norwegian officer, a former battalion commander, graduate of his country's war college, and a graduate of the Marine Corps School of Advanced Warfighting.

Our civilian faculty, including Dr. Don Bittner, the one Ph.D. resident at the time of the Skelton Panel, who starts his 35<sup>th</sup> year on the faculty this summer, are a mix of a variety of specialties and backgrounds. Some are former military; others have no military background. All our teaching civilian faculty – nineteen for AY 09-10 – are Ph.D.'s. Their specialties include History, Anthropology, Political Science, Geography, National Security Studies, International Relations, Irregular Warfare, Insurgency and Counter-Insurgency, Negotiations and Mediation, Reconstruction and Stabilization.

The College is first and foremost a teaching institution. However, our faculty remain active in the wider intellectual academy by participation in professional activities such as conferences and symposia. Although not required they also conduct research and write scholarly publications. Within the past year our civilian faculty have produced books on issues related to Asian security, coalition warfare, operational culture, and colonial warfare. Works accepted for publication include further studies on Asian security, expeditionary warfare, weapons of mass destruction, military education, demobilizing militias, operational art, and South Asian history.

In sum, in AY 88-89 the faculty numbered 24, of which one was a civilian Ph.D. This coming academic year, the faculty will number 42, of which 19 are civilian Ph.D.'s. The

operational experience of the military faculty is much deeper and broader, and the expertise and continuity provided by the civilian faculty is invaluable to maintaining excellence over time.

Supplementing the resident faculty are a group of outstanding Marine Corps University Chairs. They provide expertise in areas such as leadership, ethics, innovation and transformation, Arabic culture, Iran, China and the Orient, insurgency and terrorism. In addition, proximity to the National Capital Region enables the College to include outstanding speakers from government, the military, and academe.

## **CURRICULUM**

In the hands of a competent faculty, even a mediocre curriculum can be effective. Put a well-designed, forward-looking, faculty owned, current and relevant curriculum in the hands of an outstanding faculty, the combination can achieve extraordinary results. At Quantico we believe we put just such a combination at the service of our students.

There are over 1500 hours devoted to the ten month curriculum, just under half of which is dedicated to professional study and preparation. There are four courses in the core curriculum:

**Warfighting From the Sea (WFTS).** The WFTS Course is designed for the purpose of enhancing the warfighting abilities of the students within the framework of joint and MAGTF doctrine and in a joint, multinational, and interagency environment. The curriculum is designed with an understanding that graduates of the college must be equally adept in their ability to think creatively, reason critically and act decisively. The course is focused on a specific set of learning outcomes and on the more general

“recurring themes” that apply to all aspects of the CSC curriculum. Broadly speaking, the course is designed to enhance a student’s ability to:

1. Conceptualize and develop solutions to complex operational problems.
2. Understand planning and execution methodologies within the framework of joint and MAGTF doctrine.
3. Coordinate and apply a broad array of capabilities and resources that yield desired effects across the spectrum and levels of conflict.
4. Analyze contemporary issues and emergent challenges facing today’s military professionals.

The course seeks to achieve these objectives through a combination of seminar based blocks of instruction and practical application exercises.

The focus on planning is a recurring theme throughout the academic year. The first planning experience introduces the Marine Corps Planning Process (MCP) and is designed to educate students, using a combination of lecture and practical application, on the Marine Corps’ doctrinal planning process. This initial exposure to planning incorporates a Marine Expeditionary Brigade (MEB) amphibious scenario and establishes the intellectual framework for further exercises. The subsequent series of exercises employs a building block approach and examines a variety of problems such as traditional combined arms applications at the Marine Expeditionary Force (MEF) level, Domestic Support to Civil Authority and counterinsurgency campaign planning. The

final exercise, NINE INNINGS, is designed to introduce students to the complexity of Phase 0 planning within the context of the interagency environment. Collectively, these exercises address a variety of conventional, irregular and catastrophic and disruptive threats while enhancing students' ability to plan integrated MAGTF operations in a joint, interagency and multinational environment. The WFTS Course has the following learning outcomes, that support the broader goals outlined above. Students will be able to:

1. Assess the relationships among the strategic, operational and tactical levels of war and conceptualize solutions that create the military conditions for strategic success.
2. Analyze doctrinal concepts that inform the employment of joint and MAGTF resources throughout the spectrum, of crisis and conflict.
3. Explain MCPP as a practical methodology for analytical military problem solving.
4. Employ the MAGTF throughout the spectrum of crisis and conflict, maximizing both lethal and non lethal effects in a joint and/or multinational context.
5. Discuss emerging and non traditional concepts that are shaping the character of joint and multinational warfare.
6. Assess the impact of cultural issues throughout the planning and execution of military operations.

7. Integrate interagency organizations into the planning and execution of military operations.
8. Apply lessons learned from history to the planning and executions of military operations.

Students are evaluated through a combination of written requirements and contributions made during seminars and exercises. Written requirements range from one page professional papers to operations orders and campaign plans of twenty pages or more.

**Leadership.** The Leadership Course provides education to improve the leadership abilities of Field Grade Officers to articulate, apply and integrate MAGTF capabilities in joint, multinational, and interagency environments. This course is embedded throughout the Academic Year with particular emphasis placed on leading change, thinking creatively, developing subordinates, building consensus, making operational decisions, establishing command relations and establishing command climates.

In the continuum of leadership development, this course better defines specific roles and responsibilities that challenge field grade officers in today's operating environment. It is intended to provide the students with improved tools to enhance their warfighting capabilities.

Foreign language training is included within the Leadership Course and is tied to the negotiation exercise. Students participate in two periods of language training, an initial

series of classes totaling approximate 10.5 hours in the Fall, and a week long survival level language course in Arabic, French, Korean or Chinese in the Spring. Language instructors are provided by the Defense Language Institute (DLI), and in AY 08-09 each student received a total of 40.5 hours of instruction in one of the four languages mentioned above. Between the two periods of in-class work, students are provided software to enable web-based individual study. In AY 09-10 the College will offer 5 languages, namely, Arabic, French, Chinese, Dari, and Pashtu.

Leadership Course issues are also embedded throughout the other core courses.

The Leadership Course has the following learning outcomes. Students will be able to:

1. Discuss the various methodologies for responding to junior officer and enlisted challenges and concerns.
2. Discuss the various methodologies for establishing professional relationships with junior officers.
3. Discuss ethical and legal dimensions of warfighting leadership in a cross-cultural environment.
4. Negotiate, bargain and coordinate in a cross-cultural environment.
5. Examine the differences and balance among Information Operations, Strategic Communications and public affairs.
6. Explain how to develop a command climate that develops subordinate leaders.

**Culture and Interagency Operations (CIAO).** One of the most significant recent refinements to the curriculum was the creation of The Culture and Interagency Operations Course (CIAO) in AY 05-06. The CIAO Course is designed to improve our students' ability to understand and analyze regional cultures and interagency components of national and international governments at the operational level of war. The course is also structured to develop students' critical thinking and their understanding of irregular warfare, peace operations, multinational operations and strategy and policy.

The CIAO course's learning outcomes are derived from the course's focus on the elements of national power, the structure and functioning of national power, peace and humanitarian operations, interagency operations, conflict termination, the ethnic and religious component to conflict, irregular warfare and the complex relationships between the social, political, ideological and economic elements of war. The CIAO course has the following learning outcomes. The students will be able to:

1. Analyze foreign cultures and assess the role of culture in confronting contemporary security challenges.
2. Analyze the use of all instruments of national power and evaluate interagency operations in employing those instruments.
3. Evaluate the nature of insurgency and terrorism and assess methods for combating them.
4. Explain the process by which policy and strategic decisions are made and how the process is integrated with decisions made at the operational level of war.

Students will be evaluated by several written requirements and the contributions made during seminar. Written assignments range from one page professional papers to a five to six page analytical essay.

**Operational Art (Op Art).** The Op Art course examines the art and science of war at the operational level. Operational art sets and achieves intermediate goals that lead to the attainment of a “campaign” goal.

The campaign goal is the “what” to be achieved and the operational art is the “how.” The campaign goal is set by strategy. Operational art focuses on the employment, arrangement and synchronization of joint forces in terms of time, space and purpose. Thus the course explores the principal issues surrounding and informing thinking and decision making as they contribute to achieving campaign goals in support of strategic objectives. The emphasis of this course is on the thoughtful integration of theory and execution and the development of critical analytical skills. The methodology employed is a case-study approach, informed by theory and doctrine.

Within the Op Art course, students will gain a solid foundation in the art of war at the operational level. They will gain an understanding of the relationship between strategic objectives, campaigns and the operational art. They will develop an appreciation of the operational art in the context of joint and multinational operations in both conventional and irregular warfare settings. Students will also develop an appreciation of the

operational art in relation to theory and doctrine, planning and campaign design, intelligence, logistics and professional military education. Finally, students will explore historical campaigns and evaluate those campaigns in terms of their success or failure in light of current joint warfighting concepts.

The Op Art course has the following learning outcomes. Students will be able to:

1. Analyze campaigns and operational art, and express the analysis in both oral and written form.
2. Identify the linkages between strategy, operations and tactics that inform and shape campaign planning and design.
3. Explain the link between ends and means in strategy, operations and tactics.

Students will be evaluated by several written requirements and the contributions they make during seminar. Written assignments range from one page point papers to a ten page joint campaign analysis paper.

**The Electives Program.** The Electives Program is designed to allow a student to formulate a personal program of study. During the second semester, elective courses, each consisting of ten, 2 hour seminars conducted over the course of a month, are offered. As of AY 07-08 students are permitted to take two electives instead of one. Students can then pick any two electives they wish to take. The only exception is the acquisitions

course, which counts for both of the student electives. The breakdown of courses for AY 08-09 is as follows:

Insurgency from the Insurgent's Perspective\*  
Rising China: Strategic and Military Thought in the Middle Kingdom  
Systems Acquisitions Management\*  
Airpower and Asymmetrical Warfare  
Operational Law for Commanders\*  
Conflict Resolution and Restoration: Case Studies From the Pacific  
Introduction to System Theory\*  
Challenges to US Security Interests on the Korean Peninsula  
The American Indian Wars: Irregular Warfare Relevant to the 21<sup>st</sup> Century  
The Evolving Intelligence Community (SECRET/US ONLY)  
Operational Fires (SECRET/US ONLY)\*  
The Middle East: Religion, Identity and Power  
Islam and Politics  
US Special Operations Command and Special Operations Forces\*  
Systems Acquisition Management\*  
The American Revolution: Insurgency vs. Expeditionary Warfare  
Cape Comorin: The Strategic Geography of the Iranian Plateau and South Asia  
Professional Military Ethics and Moral Decision Making  
Evolution of the Operational Art\*  
Counterinsurgency Theory and Practice\*  
Information Operations\*  
The Vietnam War\*  
Combating Weapons of Mass Destruction\*  
The United States and the Pacific: 1784-1945  
Nature and History of Command\*

The asterisks indicate courses taught by instructors who are not part of the College's resident faculty. Those courses are taught by various chairs, funded by either MCU or the Marine Corps University Foundation (MCUF). The breakdown of courses is designed to give students the opportunity to create an individual elective course of study that provides greater depth and breadth to the curriculum. The elective program also offers a different intellectual challenge to CSC students and takes advantage of the various talents of the faculty. International students are required to take only one elective course. International

students who are enrolled in the Master of Military Studies Program are required to take two elective courses.

**Master of Military Studies (MMS).** Since 1994 the College has offered the Master of Military Studies (MMS) program. The MMS Program has two purposes. The first is to encourage the student to inquire deeply into an area of professional significance, academic importance and/or personal interest. The second purpose is to improve the student's ability to conceive and execute an extended formal inquiry. The MMS program is voluntary, and open to all students. Those participating must maintain higher grades than their peers in all courses, core and elective. Students also complete a paper of not less than 20 pages of text. Completion of the paper is accompanied by an oral defense. The goal is to conduct a professional conversation and gauge the student's grasp of the material, and the ability to communicate ideas orally. MMS paper length has had the advantage of greater potential for immediate publication. A number of MMS papers from previous academic years have appeared in a variety of professional military publications, including *Air and Space Power Journal* and the *Marine Corps Gazette*. One MMS paper from AY 2007-2008 was among the winners in the Chairman of the Joint Chiefs Essay Contest. Participation in the MMS Program has grown steadily. In AY 08-09, 161 students, 83.8% of the class, completed the requirements and earned an MMS Degree. The curriculum is reviewed and updated based upon both internal and external evaluations. Internally, the College routinely asks students to critique their instruction. Those responses provide an indication of the student measure of satisfaction. Faculty come together periodically to assess the effectiveness of curriculum. The College's

Course Content Review Boards (CCRB's) provide a holistic evaluation of the curriculum and offer a comprehensive approach to chart the way forward. Outside assessments from the Chairman of the Joint Chiefs and the Southern Association of Colleges and Schools offer commentary and recommendations regarding our success at matching purpose to performance, and in meeting learning areas and objectives as outlined in the OPMEP.

## **VISION**

Our vision for the College is to remain closely attuned to the needs of the operating forces, to retain the high quality faculty we currently have and add to their number without sacrificing that quality, and to increase the sophistication of the technologies that support our curriculum. Our graduates face enormous challenges in the operating environment that awaits them once they leave us. The College is committed to doing all we can to assist them in their professional and intellectual development to become more skilled at their craft and mentally agile to adapt to unanticipated situations. As LtGen John Allen, Deputy Commanding General of CENTRAL COMMAND, told our graduating class earlier this month, "You may have 35 year-old bodies, but education is about having a five thousand year-old brain."

Thank you, Mister Chairman, for the chance to speak with you today. I welcome the Sub-Committee's questions. Semper Fidelis.