

STATEMENT BY  
BG KATHERINE P. KASUN  
COMMANDANT  
JOINT FORCES STAFF COLLEGE

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Statement of Brigadier General Katherine P. Kasun, USAR

Commandant, Joint Forces Staff College

Before the House Armed Services Committee

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Mr. Chairman, thank you for this opportunity to report on the Joint Forces Staff College (JFSC). JFSC is proud of its unique nature and role in the preparation of joint officers. Ever since the need for a school such as ours was seen by ADM Nimitz and GEN Eisenhower in 1946 and the graduation of the first class a year later, we have contributed to the process of joint education. Through the Goldwater-Nichols legislation and the Skelton Panel Report, Congress has provided superb direction and clear vision for joint education. I believe that current legislation continues to reflect that guidance but still allows adequate flexibility for each institution to most effectively carry out its role.

I'm very happy to be in a position to help ensure that our officers are prepared to work with other Services, agencies, and nations. In the years following the 1986 Goldwater-Nichols Act, students only had three choices to obtain Joint Professional Military Education (JPME) Phase II: graduate from National War College, the Industrial College of the Armed Forces, or the Armed Forces Staff College, now JFSC. Our course, the Joint and Combined Warfighting School, or JCWS, became a temporary-duty JPME College where Phase II of the Chairman's Program for Joint Education was taught. In 2005, we went to a ten-week course offered four times a year. Despite Service war colleges now providing Phase II credit, we still have no trouble filling our military slots with both those junior officers pending joint assignments as well as those more senior officers who graduated from the war colleges before they granted Phase II.

Since 2000, JFSC has expanded to four schools and a number of courses, preparing over 3,600 students each year to serve in the current and future joint force, as articulated in the Chairman's Vision for Joint Officer Development. Today I will focus on two of our schools, the Joint and Combined Warfighting School (JCWS), and the Joint Advanced Warfighting School, or JAWS. They each provide resident Joint Professional Military Education, JPME as opposed to Service Staff Colleges which focus on Service skills and JPME Phase I only. JAWS also provides Intermediate Level Education/Senior Level

Education based on the status of the student. I will also briefly mention the Joint Continuing Distance Education School (JCDES), which provides joint education to Reserve officers through a blend of distance learning and face-to-face sessions. Our fourth school, the Joint Command, Control, and Information Operations School (JC2IOS), instructs individuals assigned to or en route to Information Operations or Command, Control, Communications, Computers, and Intelligence positions on joint staffs. We also offer several short courses, such as the one-week Homeland Security Planners Course, and the Joint, Interagency, Multinational Planners Course. During recent years we have also been tasked to provide ten-day courses that bring together senior US and Pakistani or US and Russian officers. All of these courses contribute to the joint education provided by the schools within the College, and just as importantly are force multipliers to the joint force.

### **Vision and Mission**

Our vision as a College is to be the premier institution for educating national security professionals in planning and executing joint operations. We are a cutting edge educational institution that is adapting its organizational structure, curricula and course offerings in response to evolving global security challenges. The College works closely with Joint Forces Command (JFCOM) to include emerging joint operating concepts such as Irregular Warfare (IW) in its programs. The JFSC faculty Combatant Command (COCOM) liaison officers stay in tune with critical issues of their respective commands. This involvement helps ensure that our curricula remain relevant and supportive to those COCOMs.

To achieve this vision, our mission is to educate national security professionals to plan and execute joint, multinational, and interagency operations and to instill a primary commitment to joint, multinational, and interagency teamwork, attitudes, and perspectives. We prepare selected officers for joint and combined staff duty. We are aligned with the *CJCS Vision for Joint Officer Development* to produce "strategically minded, critical thinking and skilled joint war fighters" and *NDU's Mission, Vision and Values* to achieve core joint warfighting competencies for national security professionals today and lead the effort to prepare them for the future by implementing a common strategic vision.

## **Educational Philosophy**

The 1989 "Report of the Panel on Military Education" of the 101<sup>st</sup> Congress of the Committee on Armed Services, House of Representatives noted, "In the Panel's view, the selection, assignment, and education systems need to be better coordinated in order to maximize the inherent synergy of these three factors." This statement is just as true today as it was then. In fact, perhaps more so. I can only speak for joint education in general, and JFSC in particular, but I strongly believe that the education we currently provide is focused on the right subjects and delivered in an academically rigorous manner. However, the ultimate utility of that education is still dependent on the Services sending the student to us at the right time and assigning them to the right duties afterwards. Much of Chapter IV of the Report provides a superb framework for JFSC's academic responsibilities and as such, I plan to use it to frame my presentation. To summarize, the framework outlined for JFSC to effectively teach joint education consists of the following four considerations:

- The right curriculum must be taught.
- The curriculum must be rigorous and taught by the most appropriate means to be effective.
- The right faculty must be teaching the material.
- The course must be taught to the right students at the appropriate time.

All of this must come together and support the acculturation of our students to the joint environment. We ensure that our curriculum, learning environment and teaching methodologies, and overall school structure is designed to stress the importance of acculturation and provide students every opportunity to experience it and grow.

While JFSC can manage its curriculum and much of the faculty support, as already noted, some areas remain which fall under the purview of the Services. Therefore, with this outline from Congress as our standard, allow me to take a few minutes to provide my assessment of how we are currently achieving our mission. As part of this, I will answer your specific questions, and highlight our successes

and innovations. I will also identify those challenges that affect our ability to carry out our mandate. Finally, I will present my vision of JFSC's future and recommendations for growth and improvement.

### **The Right Curriculum Must be Taught**

Curriculum in our schools is guided by "Joint Matters" as defined by law and implementing guidance such as the Chairman of the Joint Chief of Staff's Officers Military Education Policy (OPMEP) and Special Areas of Emphasis (SAE) among others. JFSC complements its counterpart institutions at Fort McNair. Where they teach at the strategic level, it is our responsibility to teach at the strategic-operational nexus and at the overall operational level. Our joint education schools focus on joint planning at the operational level, with each school's focus based on the nature of the students and the positions for which they are being groomed. The JPME II provided by JCWS is its ten-week program and the joint education provided by the Joint Continuing Distance Education School (JCDES) in its forty-week blended program focuses on preparing Joint Qualified Officers, ensuring that those Active and Reserve officers are prepared for duty in a joint environment, and can quickly step into a role as a member of an operational planning team. For JAWS, our goal is to educate officers who can immediately lead a planning team on the Joint Staff or at a COCOM. The curriculum is both developed and delivered by the faculty. This helps ensure that it is current and relevant, while also promoting its effective delivery in the classroom.

The College continuously assesses all of its schools. Within our curricula, we focus on enduring concepts by concentrating on the critical aspects of joint planning. The level of detail we are able to address in each course increases with the length of the program. Our curricula is focused on joint matters and the OPMEP. We receive new potential topics through various venues, for instance, doctrinal and policy changes, new guidance, broader changes of society or the world at large, recommendations for COCOMs, lessons learned, or just the identification that there are important new concepts or ideas that must be considered. Within each school there are avenues for considering and implementing such changes in an organized manner which ensure overall learning objectives continue to focus on what's important. On the College level there are also avenues of review in order to ensure that the academic

foundation for each school remains solid. The regular collection of feedback from students, faculty, and all those involved in the education processes ensures the curricula remains vital and provides a continuous focus on excellence in learning.

While each of the JPME Phase II granting courses has a specific curriculum to meet its mission, strategy is a key element in all of the curricula. Strategy is a critical examination of the relationship between ends, ways, and means on a national level. The decisions made in support of strategy are those which lead to the planning processes and requirements which are the foundation of JFSC education programs. Military history is an important aspect of our curriculum. Not only does it provide the background for current actions and decisions, but it also helps us prepare officers for the future by examining the lessons of the past. Additionally, new topics such as IW are routinely incorporated into the curricula in the manner most appropriate for each school. I will provide specific details of how these subjects are incorporated into each school as I provide the highlights of their curricula.

Another area of particular interest to this Committee concerns language and culture in the curriculum. This testimony will note areas of cultural awareness liberally woven throughout the curricula. However, in accordance with the OPMEP and the short time we have to provide our students with the fundamentals of joint mission, we do not teach any languages at JFSC. Nevertheless, through our library we subscribe to on-line language programs. This program allows interested students, staff, and faculty access to various levels of 31 languages. The library also holds an extensive collection of audio language materials to both teach and help faculty and students maintain their skills.

Each of the schools also participates in an elective program. It provides for specialized knowledge that enriches the curriculum and allows students to tailor their studies to suit the needs of their particular joint duty assignment. The four- and eight-week electives cover COCOMs; the contemporary environment, to include courses in low intensity conflict and counter-terrorism; and operational art where students explore areas such as information operations or joint logistics in more depth.

#### *JCWS*

The JCWS program uses an integrated learning concept employing a background scenario, based on a fictitious COCOM, U.S. Eastern Command (USEASTCOM). This provides a framework for the ordering of lessons as well as a contextual framework for the assignments students complete as part

of each lesson. The courses build on previous instruction, exercises and simulations. Each seminar functions independently, with the students in each seminar serving as members of the USEASTCOM staff and working curriculum-based requirements accordingly, either as individuals or as a team. Depending on the particular exercise or simulation, students may have an opportunity to role-play a number of different staff positions found at a COCOM. In some situations students serve as members of the COCOM's planning staff, or as members of the EASTCOM Standing Joint Force Headquarters (SJFHQ) Staff.

The curriculum structures the lessons and practical exercises so that they serve to replicate normal staff requirements. In addition, the decisions students make during each exercise are cumulative. In other words, when students take actions in their seminar concerning an issue, their decisions affect the starting point of future exercises and influence later actions throughout the remainder of the curriculum. This cumulative approach ensures that the group also gains a greater appreciation for the impact and outcomes of decisions and policies.

The heart of JCWS falls into three courses: Multinational Campaign Planning, Contingency Planning, and Crisis Action Planning.

Multidimensional Campaign Planning (MCP). The course covers two major areas, the study of operational design across the range of military operations (ROMO) and warfare primarily at the national and theater level. The first portion of the course addresses the operational design of campaigns and the enablers, such as command and control of a joint force, information operations (IO), Joint Interagency Coordination Group (JIACG) operations, and multinational operations. Next, the course focuses the students' attention at a high level of strategic decision-making, thus establishing the primary scenario used as a teaching vehicle in the rest of the curriculum. It examines both broad and specific issues of joint staff and COCOM-level problems and decisions required to formulate a military strategy and supporting force structure for conventional war in a distant theater -- USEASTCOM. The theater contains a significant threat to our national interests. The course emphasizes how national strategies, the Chairman of the Joint Chiefs of Staff, the Joint Staff, and the COCOMs effect the strategic synchronization (mobilizations, deployment, employment, sustainment, and redeployment) of joint forces. The course uses the Joint Strategic Planning System (JSPS) and other related systems as tools in teaching high-level decision-making. Additionally, students review issues within the EASTCOM AOR, develop a theater

strategy mission, vision and theater objectives, as well as aspects of a security cooperation strategy, plans and activities brief. The course prepares students with the foundation of Service and multinational capabilities and functions as they move into the detailed contingency planning course.

Contingency Planning (CNP). This course focuses on the contingency planning process and its procedures as described in relevant Joint Publications. It builds on all the instruction and student assignments completed in the preceding MCP course, as well as material presented during JPME Phase I courses. This course affords students the opportunity to apply their understanding of JOPES, the capabilities and limitations of the forces, and the theater campaign plan, theater strategy and security cooperation plan developed during MCP to develop a seminar specific contingency plan for USEASTCOM, with a transportation-feasible Time-Phased Force and Deployment Database (TPFDD).

Crisis Action Planning (CAP). The CAP course has three exercises. The exercises present students with unique challenges across the ROMO. During each exercise, students develop plans to address challenges in specific operational environments. The first exercise, PURPLE LIGHTNING (PL), focuses on humanitarian assistance, disaster relief and peace enforcement as well as a host of other issues for the use of the military element of national power. The exercise makes students understand the initial steps of the CAP process and the requirement to analyze a situation for tasks, develop a mission statement, commander's intent (end state), and a concept of operations for a crisis in the USEASTCOM AOR.

The exercise that brings in all the aspects of the previous planning courses into perspective is PURPLE ECLIPSE (PE). This exercise presents the students a daunting, realistic, political-military crisis in northern Africa that includes significant multinational and interagency issues. Students apply the processes learned, the guidance developed, and the capabilities and doctrine analyzed during the MCP course to a complex contingency. They develop an operation plan which integrates coalition and interagency partners. The exercise allows the faculty to assess how well students understand operational design, campaign planning, existing joint doctrine and the JOPP. Working as a Joint Planning Group at the USEASTCOM, students analyze the politico-military factors driving the crisis and recommend whole-of-government solutions to resolve or mitigate the crisis. While diplomatic efforts are underway, students develop an operation order using the time-sensitive CAP process. When diplomatic efforts fail to resolve

the crisis, students execute their plan for the defense of an allied nation. Students use real and simulated planning technology to develop a transportation-feasible TPFDD for the operation plan, as well as for situational awareness. In the later stages of the exercise, students transition to the JTF level for the execution of the operation plan and the subsequent stability operations and reconstruction effort. Upon completion of major combat operations, students develop and brief a detailed plan dealing with a complex reconstruction effort and the transition to UN control.

The last exercise, PURPLE GUARDIAN (PG), is a stand-alone exercise in the last week of the course. Students role-play as members of the Northern Command (NORTHCOM) Standing Joint Forces Headquarters (SJFHQ). The seminars conduct this exercise using an in-house developed simulation. The simulation's scenarios provide students an opportunity to explore the complexities and special demands of the emerging homeland security/homeland defense missions (HLS/HLD) in NORTHCOM's unique interagency environment. The scenarios require the seminar to provide Defense Support to Civil Authorities (DSCA) of the United States in response to terrorist actions. A certain level of uncertainty, fog and friction, and limited time to construct solutions is the hallmark of the fast-paced scenarios of the exercise.

During JCWS, strategy is taught during 26.5 of our contact hours in the seminars with a practical exercise application to theater strategy and in theater campaign plan development. Historical cases or vignettes are used during approximately 27 contact hours to illustrate current concepts or principles. Over one-third of the lessons directly incorporate or discuss interagency or multinational aspects in some form. Some classes are dedicated specifically to the interagency, international organizations, and multinational operations, while others discuss them as supporting or secondary themes or considerations. Interagency and multinational operations figure prominently in the major courses. The percentage of curriculum time which touches on these topics approaches 85%. By the time they graduate, students have completed 287 contact hours and 159 study hours.

#### *Irregular Warfare*

JCWS addresses IW at the operational-level of war and includes IW throughout the curriculum. As the students develop their planning skills, they concurrently focus their attention on the joint, multinational and interagency nature of IW. The curriculum highlights both the military and political

complexities within an IW environment. During the first half of the JCWS course, the students weave IW into their development of a regional Theater Campaign Plan. Throughout the second half of the course, faculty continue to interject IW into the planning lessons as the students develop a Contingency Plan to defeat an aggressor in the North African region. The PURPLE LIGHTING and PURPLE ECLIPSE reinforce these IW threads as the students develop COAs that must include measures to ameliorate enemy IW actions. In addition, half of the 32 electives offered to students allow them to develop a fuller understanding and depth of knowledge in areas related to IW.

#### Cultural and Regional Lessons

Approximately 25% of the JCWS curriculum has cultural and regional issues imbedded in its lessons, including those on Theater Security Cooperation Planning, Theater Strategy, Mission Analysis, and Course of Action Development. The PURPLE LIGHTNING and PURPLE WARRIOR exercises also incorporate cultural and regional issues, and eight of 32 electives specifically focus on regional or cultural areas.

#### *JAWS*

JAWS continues to exceed the Chairman's intent and expectations to provide the COCOMs and the Joint Staff with graduates who can create campaign-quality concepts, plan for the employment of all elements of national power, accelerate transformation, succeed as joint force operational/strategic planners and be creative, conceptual, adaptive, and innovative. While JCWS makes officers familiar with the planning process, JAWS creates master planners. This 11 month program leads to a fully accredited Master of Science degree in Joint Campaign Planning and Strategy, offering either Intermediate or Senior Level Education appropriate to the grade of the student, and grants both Joint Professional Military Education Phase I and II credit. Earlier this month we graduated our fifth class of students; we now have 171 JAWS graduates working hard and achieving positive results in the field on joint, combined, and Service staffs, as well as helping to meet the increasing demand for planning expertise in the interagency arena.

Using the OPMEP Learning Areas as a starting point, the current JAWS curriculum focuses on "high end" operational art and contemporary transformational thought. By direction of the CJCS, JAWS focuses on the nexus between the strategic and operational levels of war. JAWS inculcates the joint

competencies identified in the *CJCS Vision for Joint Officer Development* in determining desired outcomes and therefore focuses on developing critical thinking leaders and planners who are both strategically minded and skilled joint warfighters. This course focus allows for more in-depth immersion and applied rigor than is possible in some other more standard military education institutions.

The JAWS curriculum endeavors to balance between operational and strategic studies and between warfighting and war preparation with a continued emphasis on campaign-planning competencies. The separate yet interrelated core courses, Foundations in Theory of War, Strategic Foundations, and Operational Art and Campaigning, provide the developmental framework for the students of joint operational planning. Each fall semester, students participate in the College elective program, with opportunities to explore regional and functional COCOM, interagency topics, and other areas of personal or professional interest. One of the first JAWS lessons introduces ethics as a planning consideration for the rest of the course. By emphasizing problem solving and decision-making within the specific context of the joint operational concepts and adaptive contingency and crisis action planning, JAWS strives to produce world-class joint warfighters prepared to operate in tomorrow's fast paced, often chaotic and multi-tasking environment.

Foundations in the Theory of War focuses on developing critical thinking skills with a distinct focus on analyzing the art, science and nature of war and its evolving character and conduct—past, present, and future. A series of historical case studies provides the opportunity to analyze and evaluate techniques for leading strategic change and building consensus among key constituencies, including Service, multinational, and interagency partners within the changing nature of conflict and national security. This course also requires students to synthesize techniques and skills necessary for leading and sustaining effective organizations in a complex joint, interagency, and multinational environment. The curriculum contains about 137 contact hours with a broad, conceptual survey of classical through contemporary theories of the nature of conflict and the application of armed force in the land, sea and air domains. Subsequent segments of this curriculum include study of timeless patterns of force application, investigation of engines of transformation, analysis of the relationship between national security strategies and warfighting concepts, and the importance of personality and leadership at strategic-operational levels. A module exploring three tectonic cultural clashes is included in the curriculum and specifically

addresses Islam, Russia, and China as well as contemporary lessons from the War on Terror. A highlight of the first portion of this curriculum is a week-long staff ride/field research visit to the Gettysburg battlefield to explore the confluence of the human dimension of warfare with other intangibles at the strategic and operational levels of war. The course concludes with a second module that bridges the Strategic Foundations course with the Operational Art and Campaign Planning course. The focus of this second module is on historical case studies that define the current environment and represent contemporary issues in operational art and campaigning.

Strategic Foundations focuses on an examination of national strategy and how the nation develops, resources and implements strategic goals. It ensures students become strategically minded in their approach to learning, leading, and planning. Much of the course focuses on analyzing the strategic art to include developing, applying, and coordinating the political, diplomatic, informational, military, social and economic elements of national power and to analyzing how the constituent elements of government and American society exert influence on the national strategy process in the joint operational environment. Throughout the course, students have ample opportunity to analyze the ends-ways-means interrelationships for achieving national security objectives. Students are provided an opportunity to comprehend Service, joint, interagency, and multinational capabilities and to explain how these capabilities can be best integrated to attain national security objectives while applying an analytical framework that incorporates the role of factors such as geopolitics, geo-strategy, culture, and religion in shaping competing strategies, supporting military plans, and joint force operations.

The course begins with analysis of grand strategy and its role in the development of U.S. National Security Strategy. A review of key classified and unclassified national security and joint strategic planning documents helps ensure student mastery of the strategy development process and full understanding of the linkage between the strategic and operational levels of national security activities and warfighting. A significant emphasis is placed on student comprehension of Service planning roles in numerous key defense strategy and policy mechanisms such as the Quadrennial Defense Review, annual defense authorizations and appropriations and the management of national risk. The course emphasizes an understanding of the interagency process, the key agency organizations, and their structures and processes. The entire JAWS class participates in a week-long field research visit to the National Capital

Region to meet with leaders and planners from organizations such as Congress, the National Security Council, Department of Defense, Department of State, Central Intelligence Agency, Defense Intelligence Agency, National Security Agency, U.S. Coast Guard and the Joint Staff. Students have also participated in strategic vulnerabilities assessment exercises, a real-world project in support of the Office of the Deputy Secretary of Defense. Beginning in this course, students become familiar with the missions, planning processes and relevant issues of the regional COCOMs through classified video-teleconferences with U.S. European, U.S. Africa, and U.S. Pacific commands, and visits to the remaining seven U.S. COCOMs.

Operational Art and Campaigning provides the students with the requisite skills to become world class joint campaign planners. The instruction given in the preceding six months is built upon and synthesized during the Operational Art and Campaigning coursework. The curriculum consists of lessons (which include application and analysis of campaign planning concepts presented), case studies, historical vignettes, guest speakers, tours, simulation exercises, and student-conducted briefings to senior fellows. The course is primarily focused on building skilled joint warfighters through developing the ability to apply contemporary and emerging planning concepts, techniques and procedures for integrating battlespace support systems into campaign theater-level planning operations. Student participation in a rigorous plan development sequence and in several exercises ensures they comprehend the collaborative processes employed in operationalizing strategic guidance with the systematic, on-demand creation and revision of executable plans with up-to-date options in real time. The course stresses joint and combined operations, interagency operations, adaptive planning, and future campaign planning considerations, among other subjects.

This course consists of approximately 470 actual student-faculty contact hours including exercises and field research visits. Its introduction requires students to master various components of military planning, organizations for planning, principles of joint operations and campaign design. A series of case studies, historic campaign plans, joint doctrinal publications, and guest speakers are employed to assist students in focusing their study at the theater strategic level of war and on the unique considerations required of a COCOM campaign planner. The crux of the course is a detailed series of lessons addressing operational design and synchronization, adaptive contingency planning, the Joint

Operation Planning Process (JOPP), and the full range of appropriate, detailed considerations, and process elements. Key learning areas are emphasized in a series of realistic exercises, the major combat contingency operation exercise, and two African Crisis Action Planning exercise. The venue for the CAP exercises are adjusted annually to ensure that they can use "real world" data and information in actual emerging global "hot spots." All the exercises address the full range of military operations and, as reflected in DOD and Chairman's guidance, have recently increased emphasis on Stability, Support, Transition, and Reconstruction aspects of campaign planning. The course also includes a historical research visit/staff ride to the Yorktown battlefield to examine the application of the facets of operational art and to study campaign considerations, multi-national operations, conflict termination and strategic-operational-tactical implications of campaigning. Embedded in the course are several separate sub-courses including elements of the Information Operations Planners Course, the Homeland Security Planners Course, and the Joint Interagency Multinational Planners Course.

#### *Irregular Warfare*

JAWS has implemented appropriate learning objectives in existing curriculum and expanded practical application exercises within the program to address IW both to align with the CJCS SAE and to keep pace with emerging doctrine and concepts particularly those from USJFCOM. Current curriculum days devoted in whole or in part to IW concepts is a minimum 23 days of this 48 week program. In addition, numerous guest speakers address the issue.

Joint Forces Command has approached the Chairman about establishing an IW track within JAWS. We are examining what is needed for such a program. Before we commit, we need to ensure we have adequate resources and qualified instructors. We also need to ensure that such a program can be effectively integrated into the existing program in a manner that complements its overall goals.

#### *Cultural and Regional Lessons*

Regional and cultural issues are addressed throughout the JAWS course curriculum. Ten lessons out of approximately 150 are devoted specifically to culture and regional studies. This amounts to approximately 30 hours. Additionally, the class speaks with all five Regional COCOMs or staffs; together this totals approximately 18 hours with some emphasis on regional/cultural concerns. Regional and cultural issues are also raised during visits to the Department of State, the Central Intelligence Agency,

the National Security Council, and other interagency players during the JAWS research visit to Washington, D.C. In addition, eight historically-based lessons include regional and cultural considerations in the context of past operations. Throughout the six month Campaign Planning block, specific times are committed to addressing regional and cultural considerations as well as other operational issues of the COCOMs; this results in approximately 20 hours of discussion. JAWS students may also participate in any of several electives that include regional and cultural selections. In sum, approximately 82 hours (not including electives) are committed to addressing regional and cultural issues. This represents just under 10% of the entire JAWS curriculum.

### **Teaching Methodology and Rigor**

JCWS and JAWS students are placed into seminars so as to ensure a mix of backgrounds, skill, and experience. Increasingly, students arrive with hard-earned experience from being on the ground in Iraq, Afghanistan, the Horn of Africa, or other hot spots around the world. Just as impressive, many arrive having already earned multiple masters degrees. They don't just sit back and absorb – they actively contribute. JCWS students spent 15 hours in passive learning; 272 hours, or over 95% of the time, the students are engaged in active learning. Another enrichment to each seminar is the increasing participation by international and interagency representatives in both schools which gives the students exposure to alternate points of view and ways of thinking.

JCWS and JAWS faculty are organized into seminar teaching teams of three full-time faculty members. Faculty assignments to seminar teams maximize the faculty Service-mix in each seminar in order to provide the best available joint learning environment. Faculty member teaching experience is also taken into account to provide support and mentoring for new faculty members. In addition to their seminar teaching responsibilities, faculty members are also assigned curriculum development responsibilities as course directors, lesson developers, and exercise directors. This teaching team is augmented with an extensive array of guest speakers, including current and former military, civilian, and international leaders. Most faculty members also have a leading or supporting teaching role in the

elective program. A superb faculty development program ensures that our instructors are fully prepared to use the most appropriate teaching techniques for each situation.

To maintain currency, faculty have been deployed to Afghanistan, Djibouti, the Horn of Africa, Iraq, Qatar, and Rwanda. Civilian and military faculty have also been sent to locations such as Georgia, Ukraine, Bulgaria, Liberia, and Saudi Arabia in support of a variety of outreach opportunities. We also send teams to provide instruction in joint planning to a variety of joint, Service, and interagency organizations. To ensure operational lessons learned are integrated into our curricula, the College has a liaison with JFCOM's Joint Center for Operational Analysis (JCOA), responsible for maintaining a comprehensive database of these lessons and producing recommendations for change derived from direct observations and sound analysis of current joint operations. We have a new College initiative to support JCOA by participating on their data collection teams in theater. The dividends the College receives for this aggressive support to current operations and international requests for assistance is seen daily in the classroom, resulting from the experiences brought back and shared by faculty.

#### *Distinguished Graduate Program*

The College has currently made a conscious decision not to have a distinguished graduate program. Individual student performance is evaluated against specific learning objectives as appropriate throughout the curriculum. By the nature of JPME II and where it fits in an individual officer's career, there is a wide range of differing ranks and experience in each course and seminar which makes direct comparisons difficult. We believe the learning objectives and student acculturation is therefore best served by fostering a cooperative attitude among students.

We do, however, have several ways of recognizing individual excellence in critical areas. The Joint Campaign Planner Award is given to JCWS and JAWS students who best demonstrate exceptional knowledge of joint warfighting. In addition, with each class, five papers are selected for recognition from each school, and the JAWS Director presents an additional award to the student whose thesis on joint, multinational and interagency teamwork best exemplifies a commitment to further the study of our joint profession.

## *JCWS*

JCWS students must complete a series of formal assessments and evaluations, pass mid-course and final essay examinations and write a collaborative research paper. Three students from different Services collaboratively develop, under the supervision of a faculty advisor, a Joint Critical Analysis or Campaign Critical Analysis (JCA-CCA) paper, 12-14 pages in length. The paper demonstrates critical research, thought and analysis by the students. The collaborative research paper allows to select a contemporary joint issue or a historical campaign and develop a thesis requiring graduate-level research and writing. The research paper enables assessment and evaluation of student teams for research skills, writing abilities, and verbal delivery or briefing skills. The JCA-CCA paper stimulates in-depth analysis and provides joint team-recommended solutions to a current joint, multinational, or interagency issue that does not have an obvious solution.

## *JAWS*

JAWS is an extremely rigorous academic program. The leader of a recent Joint Staff evaluation team cited JAWS as "the best program seen by the team in 10 years." Students hone their campaigning skills through critical discussion, a systems approach to international issues, strategic analysis, and refinement of joint warfighting expertise. JAWS students must prepare a collaborative history paper, write two strategic level staff papers, pass two three-hour written exams, write a complete campaign plan, and complete a thesis of between 60 to 90 pages. They also develop a variety of planning documents and are evaluated on numerous presentations and briefings. Finally, just prior to graduation, each student must successfully pass a three-hour oral comprehensive exam, which includes a defense of their thesis in front of a panel composed of a minimum of three faculty. Each class recognizes six students for superior research and writing and one student is identified as the most skilled joint planner at the end of the course. Throughout the year, approximately 844 scheduled hours are specifically devoted to "white space" - reading, research, and study time for JAWS students. This does not include any time after 1700 hours daily or any weekend/federal holiday time.

## **The Right Faculty Must be Teaching the Material**

Our faculty for both schools consists of active duty officers and civilians hired under the authority of Title X. They are an experienced, diverse group of professionals with a unique blend of academic expertise and operational experience. Their skills and experience result in a learning environment that is focused on the issues and considerations necessary to plan and conduct operations in the joint, multinational, and interagency arena.

Military Faculty. The vast majority of our military faculty have joint experience. These military faculty provide strategic and operational currency in joint, interagency, and multinational operations. They are a key resource in maintaining the currency and relevance of the curriculum. The overall military faculty mix at both schools promotes a thoroughly joint outlook and ensures a representation of all the U.S. military services. Ideally, our active duty faculty would be fully joint qualified and with extensive Service and joint experience, but Services are not always able to fully meet those requirements. Additionally, gaps in assignments to both schools routinely occurs, resulting in regular shortfalls in the classroom.

Civilian Faculty. The civilians include those with extensive operational experience, relevant terminal degrees, and specific academic expertise. The vast majority of our civilian faculty have some military experience. Their degrees in a wide array of disciplines and extensive background and experience in joint matters provide the academic foundation of the curriculum. They bring great depth of subject matter expertise and a wealth of teaching experience to the program. They provide the long-term perspective needed to balance continuity and change and complement the military component of the faculty.

Academic Chairs. In addition to the military and Title X faculty, JFSC currently has two full-time representatives from the Department of State and National Security Agency who serve as full-time faculty Chairs, normally for a two year duration with a possibility of an extension to a third year. A third Chair, that of the Department of Transportation, is currently vacant. These Chairs teach, prepare or design curriculum, and conduct research related to JFSC curricula. They support all four JFSC schools. We have taken steps to establish DIA, U.S. Coast Guard, Army Reserve, and Army National Guard Chairs.

Adjunct Faculty. Adjunct faculty members with specialized knowledge, usually from within the local academic community, may be hired to teach a focus study.

Senior Fellows. JFSC's extensive use of Senior Fellows enhances the curriculum by providing students with the unique perspectives of retired flag and general officers and ambassadors. The Senior Fellows make presentations to seminars, participate in panel discussions and question-and-answer sessions, lead discussions during seminars, and participate in field research, wargames and exercises. The majority of the Senior Fellows are retired three- and four-star flag and general officers who served as a Commander of a Unified Command, Chief of their Service, or major Service component commanders of one of the Unified Commands. Additionally, several ambassadors and former congressmen participate in this program.

Internal Support. In addition to the faculty assigned to the schools, selected members of the Command Group, the Directorate of Academic Affairs, the Information Technology Division, and the other schools provide support to the classroom. They contribute their educational and technical expertise or supervise subordinate programs that involve JPME learning areas or standards.

Exchange Officers. We are exploring ways to develop faculty exchange programs with select foreign universities as a means of enriching the educational programs at JFSC.

#### *JCWS*

JCWS is authorized a faculty composed of 13 Army officers, 13 Air Force officers, 14 Navy officers, 4 Marine Corps officers, and 19 civilians, for a total of 63 positions. Of the 60 military faculty who have reported in the last four years, 36, or 60%, previously completed JPME Phase II. All military faculty members are in the grade of O-5 or O-6. Due to rotation schedules and staffing gaps, we currently have 14 Army officers, 11 Air Force officers, 11 Navy officers, and 4 Marines currently on board, with orders for four prospective gains. The civilian faculty comprises academicians with doctoral degrees and former senior military officers with doctoral degrees and/or significant experience in joint matters.

JCWS Faculty Organization. The JCWS faculty is organized into three-person teaching teams. In addition, a five-person curriculum development team ensures curriculum currency and consistency of teaching across the fifteen seminars.

## *JAWS*

Most members of the JAWS faculty have more than twenty years of experience as educators, scholars, practitioners, military planners or policy-makers. JAWS is authorized a faculty composed of 1 Army officer, 2 Air Force officers, 1 Navy officer, 1 Marine Corps officer, and 5 civilians, for a total of 10 positions. JAWS has been authorized an increase of one Navy billet in FY 2010. Of the ten authorized billets, two are currently vacant, though we do have orders for an inbound Air Force officer. All military faculty members are in the grade of Colonel or Navy Captain. The JAWS civilian faculty is comprised of academicians who are retired senior military officers, all with doctoral degrees and significant experience in joint matters.

JAWS Faculty Organization. The JAWS faculty is organized as a matrix organization. Each of the teaching faculty members belong to both a department and to a seminar teaching team. Each seminar team is comprised of at least one member from each of the three departments (Foundations in Theory of War, Strategic Foundations, and Operational Art/Campaigning). Each department is comprised of at least one member from each seminar teaching team. In effect, there are two leadership and administrative chains within JAWS, each overseen by the Director.

### *Faculty Selection Criteria and Procedures for both JCWS and JAWS*

Military Faculty. Military faculty members are nominated for assignment to JFSC by their respective Services on the basis of criteria established by JFSC in accordance with guidelines set forth by the Chairman, Joint Chiefs of Staff in the OPMEP. JFSC seeks officers who have a superior record of military performance and Service qualifications appropriate for their grade and specialty, previous joint experience and/or assignment, graduate level academic credentials from civilian institutions and military colleges and schools, and previous teaching experience; the qualification matrix that we use is provided as Appendix 1. Nominations are reviewed and vetted through interviews and vitae reviews by the senior leadership and senior Service representatives of JFSC. A faculty qualification matrix that reflects evaluation criteria and standards is used to support the review of nominations packages. Sometimes the Services cannot meet our requirements, and we either have to accept a nominee or allow a gap. For JAWS, the Director submits the name of personnel recommended for selection to the Commandant for final approval.

Civilian Faculty. JFSC advertises positions and hires civilian faculty through a competitive process that includes screening and review of resumes, and individual and group interviews by a selection committee. JFSC's hiring process is extremely selective which assures the hiring of highly qualified individuals with a rich blend of operational, regional, and interagency expertise. Civilian faculty members are selected based on knowledge and expertise in specific regional areas, joint matters, and joint operational experience.

Academic Chairs. Academic Chairs are assigned to the faculty in a manner similar to that used for military officers. JFSC seeks senior personnel with doctoral or master's degrees, teaching experience, and an extensive background in the agency or organization to be represented.

Adjunct Faculty. JFSC hires experts on various topics as adjunct faculty members to teach selected electives as required. Positions are advertised and applicants for the positions may either respond to an identified subject need or propose a topic that they think may be useful. Candidates submit a syllabus for a course and must possess at least a master's degree, have prior teaching experience, and have expertise in a subject that will enhance the curriculum.

#### *Faculty and Staff Qualification, Evaluation, Credentials, and Experience*

Our faculty is well qualified, though some challenges remain when Services send officers lacking joint education and experience. Of particular note is the high degree of joint, multinational, and interagency experience. Each faculty member is evaluated at least annually by his or her Director.

Staff personnel are selected and evaluated the same way as faculty. Military personnel are nominated by their Service; civilian personnel positions are filled following a competitive process. Military personnel are evaluated using their Service process and staff civilians are in the National Security Personnel System.

#### *Retention and Turnover*

Military. The normal tour of duty for military faculty members is three years, although a few remain for only two years as a result of selection for command, promotion, or further professional military education. A few officers are extended at the request of the Commandant for a year and sometimes longer. The military faculty is subject to the normal turnover rate each year and on occasion this rate has been higher due to unprogrammed losses caused by high priority reassignments or retirements.

Civilian. Title X faculty members do not have permanent civil service status. Based on NDU policy, Title X employees can be retained on a one- to three-year contract which is renewed if they have demonstrated satisfactory performance. While Title X employees are not tenured, there does appear to be a long-term commitment between JFSC and these faculty members. Title X faculty members provide continuity to academic operations that offsets the turnover of military faculty members. The agency Academic Chairs are typically assigned for a two-year tour of duty, with a possibility of an extension to a third year.

#### *Faculty Development*

The objective for new faculty members during the first year of assignment is to prepare and qualify them to support the primary mission of JFSC: to teach the core curriculum or department-specific curriculum and support the basic outreach programs of their school. The faculty development program offers training and education at every phase of the faculty member's tenure and includes a variety of pre-service, in-service, and professional development opportunities to achieve the objectives and priorities established by the OPMEP and the Commandant. An in-house Orientation and Pre-Service Training Course (OPTC) introduces new faculty members to College policies, procedures, organization, and their respective school curriculum. The overall OPTC program includes general educational training in the JFSC curriculum development system and a variety of instructional methods, teaching techniques, and classroom management skills.

Experienced faculty members focus on supporting the primary and future missions of JFSC. This means striving to master the core curriculum or department-specific lessons; contributing to development of evolving curriculum; assuming outreach responsibilities and leadership roles at JFSC; and participating in research and publication activities that contribute directly to the JFSC mission. Priorities are teaching the assigned curriculum; mentoring students and fellow faculty members; designing courses and developing curriculum; conducting outreach to all elements of the joint planning and execution community; and participating in research and publishing in a way that directly supports the mission of the college.

Faculty development does not stop with initial training. An in-service training and education component consolidates and extends the instructional training throughout each faculty member's tenure

at JFSC. The objective of in-service training and education is to assist and enable faculty members to gain increasing knowledge and expertise in subject matter relevant to the JFSC core curricula and education topics. We may do this training in-house using subject matter experts, or alternatively we may schedule guest speakers to provide insight and expert viewpoints on issues relevant to the JFSC curricula. We ask the guest speakers to focus their presentation on current issues, future concepts, and Special Areas of Emphasis.

Faculty members also participate in a variety of special activities to broaden their perspective and foundation knowledge in joint operational matters. These special activities include mobile training team support to the COCOMs and major components, participation in exercises, and military-to-military contact programs. Of note are the JAWS faculty members' participation in the Washington, D.C. field trip (joint and interagency) and the COCOM field trips. These field trips provide valuable insight into the current strategic and operational issues facing joint, multinational, and interagency community in the current global security environment.

Faculty members attend local, national, and international conferences and symposia which are essential to maintaining currency in curriculum-related issues. These activities contribute to the JFSC educational mission and broaden the knowledge and expertise for faculty members. Faculty members participate based on their assigned duties and responsibilities regarding core curriculum development, electives, additional duties as liaison officers, and the need to maintain currency in their respective specialties and interests. Themes of the conferences and symposia attended by JAWS and JCWS faculty are focused on strategy, planning, regional security, and education. Moreover, each faculty member is expected to engage in professional development activities to the maximum extent possible. Faculty members are responsible for continuously seeking to improve their knowledge and abilities in curriculum subject matter and teaching skills as well as other academic abilities and to continue to grow as a military or civilian professional. Individual professional development activities include continuing education through course work at civilian higher education institutions or through military college courses, professional reading and research, and membership in professional organizations.

JFSC is a member of the Virginia Tidewater Consortium for Higher Education. Membership in the consortium provides an opportunity for faculty members to participate in workshops on education topics. These workshops refine and broaden knowledge in teaching skills and techniques.

JCWS conducts pre-course workshops prior to each course of core curriculum instruction. The purpose of these workshops is to update faculty members on changes made to course lessons and to present any new lesson material incorporated into the course. JCWS also conducts post-course workshops at the conclusion of each course of core curriculum. Post-course workshops provide an initial opportunity for faculty members to discuss and assess the delivery of the curriculum. JCWS uses Program Assessment information and data to generate discussion for improvements in course design. When appropriate, special workshops provide hands-on training in wargaming and simulation programs used at JFSC. These workshops and faculty meetings also provide an opportunity for faculty members to share knowledge and insights gained from conference/symposia attendance and participation in outreach activities.

JAWS curriculum workshops use the same concept as the JCWS program but on a smaller scale and more informally due to the small number of faculty in JAWS and the departmental organization of the JAWS program. JAWS faculty members hold departmental meetings on a routine basis. These meetings provide an opportunity to ensure that critical issues regarding instruction are covered or scheduled. After-action Reviews (AARs) and discussions concerning the content of current courses, issues relating to teaching methodologies, or aspects of student evaluation or assessment are all routine topics.

### **The Right Student at the Right Time**

Student selection for JCWS and JAWS is under the purview of the Services. Overall, we have been very pleased with the quality of the students. Only a handful of JCWS students in the past five years and no JAWS students have been pulled out of school before graduating due to operational necessity; when the JCWS students are pulled out we make arrangements for them to complete the course at a later date. We also have interagency and international students in both schools, which I will also address.

## JCWS

Student seats are allocated by the percentage of billets the Services have on the Joint Duty Assignment list, and as a result 33% of the seats go to the Army, 29% to the Air Force; 19% to the Navy, and 6% to the Marines. Based on law, ideally mid-grade officers should be assigned to JCWS en route to or within the first twelve months of being assigned to a joint command. By doing so, the Commanders would have more valuable assets on their staff. Unfortunately, about two-thirds of our JCWS students do not meet this criterion. While education is never a waste, the issue is sending the officers to JCWS at the right time.

Officers are no longer able to obtain waivers to the requirement for Phase II education prior to promotion to Flag or General Officer. As a result of the lack of a waiver, JCWS has increased its senior officer seminars from two to five during the past three classes. In Academic year 08-09, we had 166 Colonels/Navy Captains out of 833 US officers.

I would like to see more Reserve and National Guard students in JCWS. We must educate our Active and Reserve officers together before they we send them to fight together. The number of Reserve Officers coming through the course has declined by a third since 2007. Currently their components do not have specific quotas assigned. Therefore, they cannot plan in advance to send their best candidates.

## JAWS

JAWS military student seats are divided equally between the three military departments. While JAWS has rapidly established itself academically as an advanced school on par with the Service advanced schools, two processes that are solely the responsibility of the Services related to the mission of the school are not well synchronized: student selection and graduate outplacement. All of the Service's advanced schools have a formal screening process such as a school-specific board, interviews, or an application essay beyond their initial PME selection process. JAWS, however, relies completely on the Services to properly vet their nominees. As a result, a wider range of talent arrives for the program than is typically the case at the Service advanced schools.

We are working with the Joint Staff to update the OPMEP to address these concerns. We support maintaining mid-level O-4s and O-5s as our primary target population while accepting O-6s as the exception. As far as limiting the number of O-6s who attend JAWS, we have seen the Services selecting

an increasing number of O-6s each year with a few being post O-6 command. We believe the benefit to the Joint Community of a school like JAWS would be best served by educating lower ranking officers who can be expected to serve longer in the force especially after completion of their JAWS "payback tour." Most of the O-6s who have attended JAWS have not been assigned to either joint tours or to a specific JAWS coded billet. Moreover, mid-grade officers are more likely to be the ones actually preparing contingency and crisis action plans, rather than overseeing the department that does so.

As the reputation of our graduates for achieving world-class results grows, we will continue to strive to meet the Chairman's vision to continue to produce leaders for the ever increasingly complex world of joint campaign planning and strategy.

#### *Interagency Students*

JFSC has proven its value to the joint community, but we need to increase the number of interagency students to expose the rest of the students to an effective "whole of government" approach to solving complex contingencies. The emphasis on interagency education and operations is manifested in the JFSC curriculum by the inclusion of Stability, Support, Transition and Reconstruction and Phase IV operations, as well as continued emphasis on interagency processes. Greater interagency participation benefits both us and their home agency. Interagency students share valuable lessons from the ongoing effort to integrate the military and other government agencies at the federal, state, and local levels. Meeting on the field in a place like Iraq for the first time is not the right way to conduct business. I know that most of our interagency partners are not manned to a level that readily supports the loss of people for ten weeks to a school. As a result, even though we would like to have much greater interagency participation, we have had only limited success. Over the past five years, while we have had 48 DoD civilians, we have only three Interagency students, one in 2005 and two in 2008.

JFSC strives to build relationships with the interagency organizations and provide education opportunities that will benefit all stakeholders. The College responded to the requirement for increased educational opportunities on interagency and intergovernmental issues with the innovative short courses I mentioned above, the Homeland Security Planners Course and the Joint Interagency Multinational Planners Course. These courses are successful and popular. However, JFSC uses our current operational funding to support these courses. The use of our own resources causes a continual strain on

the College faculty and budget. JFSC would greatly benefit by increased resources from external sources to support these interagency initiatives.

JAWS graduates increasingly find themselves involved in activities that extend beyond traditionally military operations. Each JAWS class is composed of students from the Services, Agencies, and selected international partners. JAWS has been much more successful in attracting interagency students. Since the program began accepting civilians in its second year, we have seen a steady increase in the number of interagency students in each class. In the past five years, twelve interagency students have graduated from JAWS, and six more will be in the class that convenes next month. Civilian students have come from Department of State, Customs and Border Protection, Transportation Security Administration, U.S. Coast Guard, National Security Agency, Defense Intelligence Agency, and U.S. Joint Forces Command.

#### *International Students*

JCWS is very successful in attracting international officers. In the current class, we have 27 students from 21 countries on four continents. International officers enrich the JFSC learning experience. They add a valuable perspective to planning and contingency operations. The quality of international officers selected by the Services for attendance at JFSC is exceptionally high and is a critical factor in sustaining the high quality of the JFSC educational experience

JAWS is open to students from Britain, Australia, and Canada, but until now we have only had students from Britain. However, next month we will welcome our first Australian officer along with two British officers.

#### **Ensuring Students are Assigned to the Right Positions**

As with student selection, student placement falls under the purview of the Services.

#### *JCWS*

JCWS students are at the College while en route to a pre-determined assignment or come to us from their duty assignment on temporary additional duty. The Services control who comes; if we have a cancellation, we go to the Service representative to get a replacement. In some cases, the person who is

assigned is realistically coming just to "check the box" in order to put on a star. It would be more beneficial to have students assigned who will benefit from our courses rather than those who are merely looking to get a graduation certificate for their record.

### *JAWS*

The outplacement process for JAWS graduates is also solely the purview of the Services. To date, this has resulted in a far lower number of JAWS graduates reaching appropriate JAWS coded billets at the Joint Staff and the COCOMs than is required. We have noticed that the Services struggle to ensure that over half of our graduates go to joint assignments immediately following graduation. Chairman Mullen has expressed his desire to reach as high as 100% of the JAWS graduates "going joint" after graduation. While legislation does require 50% plus one graduate of the combined National Defense University be assigned to a joint command, annual selection decisions and assignment policies limit the number of graduates reaching JAWS coded joint billets.

Additionally, just because a graduate is placed into a joint assignment doesn't mean that they are in a planning billet. To date, JAWS graduates have filled less than 20% of available coded billets and some billets have never received one of our graduates.

As the COCOMs become more familiar with the skills of our graduates, we see this changing. The cooperation of the Services' leadership and their personnel management teams, the COCOMs and the Joint Staff is required to establish and maintain an organized and routine flow from selection through the school to a predetermined billet for these officers. Such a process would help achieve both the mission and the intent of the Chairman for JAWS. Balancing the intended objective of populating COCOMs and the Joint Staff with joint campaign planners with the needs of the Services is indeed a challenge. The college has studied this question for over 35 years and we understand the ability to provide the Joint Community with highly educated officers will continue to be a cooperative effort of the Joint Staff, the COCOMs and, most importantly, the Services to achieve and maintain success.

## **Organization and Resources**

JFSC is a component of the National Defense University and reports through the President of NDU to the Chairman of the Joint Chiefs of Staff. Funding support for the University comes from the Office of the Secretary of Defense. Joint Staff support comes from the DJ-7 as the staff proponent for PME. Within the College, we are organized into the four schools plus two divisions, Academic Affairs and Operations, which provide oversight and direction. Operations includes Resource Support, Facilities, and Information Technology.

This flat organizational structure adequately supports the College, faculty and students. With the staff focusing on support, the faculty can focus on teaching with minimal distractions. The Directors of each school shape their own curriculum. However, any new or revised curriculum is evaluated by Academic Affairs to ensure it is being taught effectively and meets learning standards.

Another area that I would like to address concerns resources. We would like to thank you for providing resources to support JFSC's seminar renovations and overseas travel. The funding strengthens JFSC's ability to provide military officers and enlisted personnel with the education needed to support our national and international security challenges.

We request your continued support in acquiring additional resources to support the restoration and modernization of our aging buildings. Our buildings are over 46 years old and the maintenance and repair costs exceed one million dollars annually. As an integral part of our vision, we plan to restore underutilized buildings to provide an innovative and enhanced learning environment for both students and faculty. Every year we transition over 3,500 students through our educational buildings and war gaming suites and support 313 full time support staff and academic faculty. In addition, we accommodate over 3,700 guests in our 340 temporary lodging quarters each fiscal year. As we look to the future, as one of the premier joint educational institutions, we believe that we need to take advantage of our outdated buildings to effectively utilize our scarce infrastructure dollars wisely. Our plan is to transform these outdated buildings so they will meet our upcoming academic space requirements. This revitalization plan will eliminate expansion of our footprint. More is not always best, conserving our natural resources while reducing energy consumption is one of our worthwhile goals. Finally, we have superb faculty, but just

enough to cover classroom requirements without any in reserve, which stresses both teaching and curriculum development. Increased funding would allow us to attract additional highly qualified civilian faculty, which in turn would allow those on board to conduct research and publish.

### **The Road Ahead**

I know the focus of this Committee is on resident JPME. However, an important part of my vision for the future is to examine how JFSC can contribute to improvements in the nature and availability of joint education – continuing to work to provide the right education to the right person at the right time. We are uniquely suited to examine future options. With JCWS and its Reserve counterpart, JCDES, both under the same roof, we can begin to examine the potentials of new teaching techniques. It is incumbent on us to use our resources as effectively as possible and explore opportunities offered by current technology. At the same time, there are opportunities to support the joint force commanders with a wider variety of education options, from residence education, to blended learning, to on-line learning. We have the opportunity now to examine our schools and see how effectively we achieve the same learning objectives, and just as importantly, how well we also affect the acculturation of our students. I intend to begin to analytically research those questions, with a view to providing feedback to NDU and the Joint Staff on the viability of JFSC broadening educational opportunities offered in the future.

I also want to expand our outreach. As I have discussed, the challenges our faculty face are significant when it comes to having adequate time to teach, develop curriculum, conduct research, and publish. However, outreach helps ensure our faculty remains current. Therefore, I believe we need to support outreach activities when they do not adversely affect the classroom. For example, among our faculty are subject matter experts capable of supporting the COCOMs, OSD, and Joint Staff studies. Our focus is and will always remain educating joint officers, but when appropriate and consistent with our education mission, support to studies could benefit the College and DoD. It will keep faculty engaged in relevant research and contribute to the effective use of DoD internal resources as opposed to using contractors.

A third area I plan to focus on is increasing the number of JAWS students. Based on the currently identified requirements of the COCOMs and J5 for joint campaign planners, I believe the JAWS program should be increased to 60 students a year, which would be the equivalent of two additional seminars. As stated earlier, a plan could be devised to upgrade current buildings to accommodate such growth. Of course, such a plan would require adequate resourcing.

### **Conclusion**

In conclusion, I am very proud of our college. The quality of our faculty, staff and students is unsurpassed. "Jointness" permeates everything we do. We play a vital role in preparing the military to fight today's enemies, as well as those, yet unknown, of tomorrow. I thank you for this opportunity to discuss my college with you.

**Appendix 1  
Qualification Matrix for New Faculty Nomination**

Name:

School:

| Evaluation Criteria                          | Minimum Standard   | Meets Standard (13)  | Exceeds Standard   |
|--|--|--|--|
| Military Education                           | ILC<br>2   | ILC<br>2   | SLC<br>3   |
| Civilian Education                           | Baccalaureate Degree<br>1  | Masters Degree<br>2  | Doctoral Degree<br>3   |
| JPME   | JPME I<br>1  | JPME II<br>2   | Additional courses relating to JMI subject matter<br>3   |
| Prior Teaching Experience                    | No teaching experience in formal educational institution setting.<br>1   | Has taught in a formal educational institution setting.<br>2   | Has taught in a formal educational institution at the graduate level.<br>3                               |
| Command and Staff Experience                 | Has commanded or served as the head of a staff element on a Service or Joint Staff below the 0-5 level<br>1  | Has commanded or served as the head of a staff element on a Service or Joint Staff at the 0-5 level<br>2 | Has commanded or served as the head of a staff element on a Service or Joint Staff at the 0-6 level<br>3 |
| Joint, Multinational, Interagency Experience | Accrual of < 36 total joint qualification points<br>1 Point @ 12 months  | Accrual of a minimum of 36 total joint qualification points<br>1 Point @ 12 months (3)                   | Accrual of 36 > total joint qualification points<br>1 Point @ 12 months                                  |
| <b>COLUMN TOTAL</b>                          | #  | #  | #  |
| <b>REMARKS:</b>                              | <p align="center"><b>OVERALL TOTAL<br/>(## out of 13)</b></p> <p align="center"><b>RECOMMENDATION:</b></p> <p align="center"><b>ACCEPT                      REJECT</b></p> |  |  |

**(DELIBERATIVE DOCUMENT: For discussion purposes only. Draft working papers. Do not release under FOIA)**

ORAL REMARKS BY  
BG KATHERINE KASUN  
COMMANDANT  
JOINT FORCES STAFF COLLEGE  
BEFORE  
THE OVERSIGHT & INVESTIGATIONS SUBCOMMITTEE  
HOUSE ARMED SERVICES COMMITTEE  
THE UNITED STATES HOUSE OF REPRESENTATIVES  
FIRST SESSION, 111TH CONGRESS  
JUNE 25, 2009

Mr. Chairman, members of the Committee, thank you for this opportunity to come before you to discuss Joint Professional Military Education (JPME) at the Joint Forces Staff College (JFSC).

The Joint Forces Staff College is a unique institution championed by General Eisenhower and Admiral Nimitz over sixty years ago. In 1946, General Eisenhower emphasized that our college was the only institution in the military educational system where, "the basic mission will be to give instruction on the theater and major joint task force level." Despite many changes in the world since then, this statement still holds true. Our enduring mission is to educate national security professionals to plan and execute joint, multinational, and interagency operations. We accomplish this important mission through four major schools and a host of short courses. Today I will discuss four points concerning our two primary schools which provide resident JPME – our intermediate level, ten-week Joint and Combined Warfighting School (JCWS) and our 11 month intermediate and senior level Joint Advanced Warfighting School (JAWS).

For the first point, allow me to reemphasize JFSC's uniqueness. We are a joint institution which focuses on joint planning at the operational level of war. Our military faculty is almost equally divided between the Army, Air Force, and Navy, with a representative number of Marines. Our student body is also divided proportionately among the Services. Since 1993 when the Congressional Review of the Skelton Panel's recommendation was conducted at JFSC, the two schools have graduated approximately 3,500 Army officers, 4,400 Air Force officers, and 3,400 Navy and Marine Corps officers – numbers which illustrate our true joint nature.

All JFSC students study in a joint learning environment. JCWS students are also required to share housing with officers from other Services during their ten weeks on campus. Our curriculum assumes the officers arrive with a solid understanding of their Service competencies from their Service Staff Colleges. We build upon this Service expertise to create planners who are strategically minded critical thinkers, and skilled joint warfighters.

The second point I wish to make is how our curricula and academic methodologies excel in supporting the Joint, Multinational, and Interagency planning communities. Both JCWS and JAWS immerse our students in academically rigorous programs using active and collaborative learning techniques. Students engage in active learning over 90 percent of their classroom time and are required to demonstrate their skills by practical application, case studies, research, writing, and examinations.

The Joint and Combined Warfighting School (JCWS) conducts four graduate level JPME Phase II classes a year. They focus on joint planning at the operational level, ensuring that graduates are prepared for duty in a joint environment and can quickly become a productive leader of a joint planning group. We have agreements with fifteen colleges which grant our JCWS graduates anywhere between 3 and 19 graduate level credits.

The Joint Advance Warfighting School (JAWS) continues to fulfill the vision for an advance joint program as first recommended by Congressman Skelton and the HASC's Panel in 1989. JAWS students earn 36 graduate-level credits while completing a rigorous, eleven month curriculum designed to create master joint planners. The curriculum uses military history and theory to lay the foundation for the study of national strategy and an in-depth focus on joint operational campaign planning. This course of study culminates with the completion of a thesis, a three-hour oral comprehensive examination, and the awarding of a Master of Science degree in Joint Campaign Planning and Strategy.

Both curricula are designed to be relevant and current with continuous updates that include compelling planning issues and other special areas of emphasis such as theater campaign planning, irregular warfare, building partnership capacity, strategic communications, and defense support to civil authorities. Our faculty and curriculum developers maintain constant communication with subject matter experts in the Joint, Multinational, and Interagency commands and staffs in order to evolve the curricula to meet the most pressing needs of the planning community.

Our methodologies and techniques have been validated over the years. The Middle States Commission on Higher Education has awarded National Defense University full accreditation since 1997. Last year, under the Chairman's Process for Accreditation of Joint Education, JAWS met all the standards required for six-year accreditation. During the same evaluation, JCWS was reaffirmed for the third time and met all accreditation standards with the exception of the required student to faculty ratio. Since then, National Defense University funded ten additional civilian Title X billets to alleviate the situation although gaps in military billets continue to be a problem.

I would like to close this second point by noting that we routinely hear suggestions that the JCWS course could be shorter. However, the increasing complexity of modern warfare is such that we

effectively use the entire ten weeks to execute a very rigorous academic program with very little "white space" left on the calendar. Given that joint warfare has grown more complex and the operational environment is more challenging than ever before, we fully support the Skelton Panel's conclusion that we must resist pressures to shorten the length of this school any further.

My third point involves educating the right student at the right time. Ideally, JCWS students should arrive at the College en-route to or within the first twelve months of being assigned to a joint command. Unfortunately, only about one-third of our JCWS students meet this criterion. Moreover, if officers do not come en-route, joint commands are frequently unwilling to lose their officers for ten weeks. Based on surveys of former students and their supervisors, those officers who attend our course are more productive earlier in their joint assignment if they are able to attend JCWS en-route to or early in their tour.

For JAWS, having the right student means having one who can fill a joint planning billet immediately following graduation. However, we have noticed that the Services struggle to ensure that over half of our graduates go to joint assignments immediately following graduation. Annual selection decisions and assignment policies limit the number of graduates reaching JAWS coded joint billets. To date, JAWS graduates have filled less than 20% of available coded billets and some billets have never received one of our graduates. As the Combatant Commanders become more familiar with the skills of our graduates, we are convinced the demands for our graduates will grow exponentially.

My fourth and final point concerns the future. Mr. Chairman, while we are successful in attracting international students, efforts to increase the number of interagency students remains a challenge. We need to increase the number of interagency students to expose more mid-level government professionals to an effective "whole of government" approach to solving complex problems. We must also increase the number of Reserve and National Guard students attending JCWS. The need to educate the Reserve Component in joint matters is essential since they are deploying as individual augmentees and populating joint staffs with increasing frequency. Finally, we must continue to encourage Services to provide the right education to the right person at the right time.

Mr. Chairman, I am very proud of our College. The quality of our faculty, staff and students is unsurpassed. "Jointness" permeates everything we do. We play a vital role in preparing the military to fight today's enemies, as well as those, yet unknown, of tomorrow. Thank you for this opportunity to be here with you today.