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President's Notes

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President's Notes

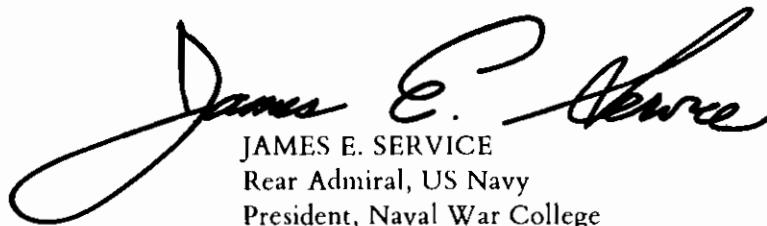
A great source of the strength of the Naval War College (NWC) program is in its faculty. It is an unusual faculty in several ways. First, because it teaches both levels of advanced professional military education—the College of Naval Warfare and the College of Naval Command and Staff—colocated in Newport as component units of the Naval War College. That enables us to use our faculty in a most efficient manner, because of the economics of using them twice rather than only once at the senior level. Second, because it contains a heavy inter-service emphasis. Of 52 military faculty, 34 are Navy, 6 are Army, 5 are Air Force, 6 are Marine Corps and 1 is Coast Guard. (These faculty members from other services reflect the fairly large number of students from other services—another distinctive positive aspect of our curricular experience.) Third, because the faculty has over two dozen highly qualified civilian academicians—far and away the largest such group outside of the Industrial College of the Armed Forces, one of the elements of the National Defense University in Washington.

In this our centennial year it is interesting to compare this faculty with the first faculty of the Naval War College; we find the pattern has not changed greatly except in size, a tenfold increase compared to a twentyfold increase in students. A century ago, the seven-man faculty included Lieutenant (later General and Chief of Staff of the Army) Tasker Bliss and Professor J.R. Soley (who taught international law and later became Assistant Secretary of the Navy). The faculty then as now represented a deliberate and careful *balance*. For that is the key word in our approach to a soundly based War College education.

The character of the faculty remains balanced because our academic and research mission remains much the same as it was in 1884: to provide a place where the professional study of war and its problems can be thought about and solved. To do that we need to teach how to approach national security policy problems and the strategic issues that arise in warfare, we need to examine how forces are procured under conditions of fiscal constraint, and we need to formulate war plans and test naval operations in realistic gaming scenarios. These three themes, taught in three departments, demand a different mix for each. Strategy and Policy has the largest civilian group, and its military faculty are chosen for their academic achievement; Defense Economics and Decision-Making has more military, but features a faculty who have the required academic and practical expertise; the Naval Operations faculty—almost solely military—is chosen for its operational expertise.

The military-civilian mix extends to our Center for Naval Warfare Studies (our research arm which interacts with and buttresses our academic program) and to our Center for Continuing Education (which brings War College programs to nonresident students).

Within the civilian faculty itself there is balance. A half-dozen highly qualified civilians provide long-term continuity. A dozen or so have multiple-year or renewable appointments. A further half dozen or more, by their one-year tours, ensure a continuous infusion of new thinking. The interchange within these groups assures a desirable balance between continuity and change. It is a system whose roots are deep, and which continues today to provide a first-class solution to the Navy's needs at the graduate level in professional military education. It is a faculty selection system which the other services admire highly and which has helped us to put meaning behind our centennial slogan of "A Century of Excellence."



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