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## President's Forum

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*The U.S. Naval War College*

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*Rear Admiral Shoshana Chatfield is the fifty-seventh President of the U.S. Naval War College and a career naval helicopter pilot. A native of Garden Grove, California, she graduated from Boston University in 1987 with a bachelor of arts in international relations and French language and literature. She received her commission through the Naval Reserve Officers Training Corps in 1988 and earned her wings of gold in 1989. Chatfield was awarded the Navy's Political/Military Scholarship and attended the Kennedy School of Government, receiving a master in public administration from Harvard University in 1997. In 2009, the University of San Diego conferred on her a doctorate of education in leadership studies.*

## PRESIDENT'S FORUM

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THESE ARE GREAT TIMES to be a part of the Naval Education Enterprise! Several recent events have demonstrated that the U.S. Navy and Marine Corps are focusing on the education of our Sailors and Marines with an intensity and commitment that is unprecedented in recent decades. In April 2018, the Under Secretary of the Navy directed that a comprehensive study of the education mission of both services be undertaken in a process called the Education for Seapower (E4S) self-study. The report of the self-study was released in February 2019, and the services began implementing a number of substantial organizational changes.

On February 5, 2020, the *Education for Seapower Strategy 2020* was published. It directed that specific actions be taken to address many of the shortcomings that were identified in the E4S report. Owing to its importance for the future development of our Navy and Marine Corps, this landmark strategy document is reprinted in its entirety elsewhere in this issue of the *Review*. While I highlight some of the key points of the strategy below, I encourage our readers to study the new guidance in depth.

The skillfully crafted strategy addresses the full range of issues that in the past have prevented the naval services from maximizing the efficiencies that a broadly educated officer and enlisted workforce can achieve to meet the myriad challenges they will face today and in the future. The strategy rests on three pillars: creating a continuum of learning for the entire force, integrating education into all our talent-management frameworks, and investing in and otherwise strengthening a Naval University System. These pillars will enhance intellectual development in seven critical areas: creative and critical analysis; ethical decision-making; strategic thinking; war-fighting excellence;

geopolitical awareness; technical and technological competence; and resource management and acquisition acuity.

The Navy established two new senior leadership positions to provide guidance and oversight to the Naval Education Enterprise. The Deputy Chief of Naval Operations for Warfighting Development (OPNAV N7) is now the “sole resource sponsor and strategic leader for naval education.” In this new position, Vice Admiral Stuart Munsch, USN, serves as the advocate for educational programs and is responsible for aligning all naval education and training efforts to advance warfighting advantage. The second newly established position is that of the Navy’s Chief Learning Officer (CLO), who is serving as the Secretary of the Navy’s staff assistant for naval education. In this role, Mr. John R. Kroger, a veteran of the U.S. Marine Corps and past president of Reed College, is responsible for aligning the efforts of the five major components of the Naval University System: the Naval War College, the Naval Postgraduate School, the U.S. Naval Academy, Marine Corps University, and the soon-to-be-created Naval Community College. The CLO’s vision for Navy education is described succinctly in his article “Ten Takeaways: The Education for Seapower Report,” which also is reprinted in this issue of the *Review*.

Our full leadership team here at the College is focused on ensuring that our programs and initiatives are aligned with our new guidance contained in the *E4S Strategy*. It is not yet clear exactly what impacts the implementation of this strategy will have on our efforts, but several key provisions bode well for the institution. Specifically, we can reasonably anticipate the following developments:

- We expect to be funded more adequately for program costs such as labor, professional development opportunities and travel, and increased research and war gaming.
- We expect to see additional resources allocated to maintain and upgrade our campus facilities and improve information and educational technologies to advance our delivery modalities.
- We expect to have the resources to modernize our classrooms with the latest technology to enhance the learning experience further.
- We expect to see an increase in the number and quality of resident-student throughput and expansion of our distance and low-residence learning options.
- We anticipate that organizational/cultural changes will be made to the talent-management system for active-duty officers to enable them to complete assignments in teaching and educational leadership roles without a negative impact on their professional careers.

The *E4S Strategy* promises to be a game changer for our naval forces. Mr. Kroger has stated, “It’s somewhat of a shift, I think, from ways people think about the effectiveness of the armed forces. We’re not talking here about how fast our jets are, how powerful our missiles are. We’re talking about the brainpower of our team.”

As we have done since 1884, the Naval War College will lead the way in developing the intellectual capacity of the men and women who wear the cloth of the nation in defense of all that we hold dear.



SHOSHANA S. CHATFIELD

*Rear Admiral, U.S. Navy*

*President, U.S. Naval War College*

#### THOUGHTS ON THE CURRENT HEALTH CRISIS

As I write this (in early April 2020), the entire country, and the world at large, is dealing with a pandemic. Faced with the need to exercise social distancing to reduce the spread of COVID-19, our College shifted to a total distance-learning paradigm, and did so in record time yet with minimal disruption to our ongoing educational mission. Our in-house experts in technology-assisted education from our College of Distance Education and our Writing and Teaching Excellence Center led the faculty in transitioning rapidly all intermediate- and senior-level courses and face-to-face distance-education modalities to an online method of teaching. The move to remote learning enabled all students to isolate themselves safely in their homes, yet still interact in real time with each other and with their seminar moderators. We are committed to continuing our educational programs at a pace that will enable our students to graduate as scheduled in June 2020 with both their professional certification *and* the master’s degree on which they embarked at the beginning of the academic year. Unfortunately, given ongoing safety concerns, we will not have a traditional graduation ceremony. In the face of numerous constraints and challenges, I am proud of, and have been inspired by, the agility, teamwork, and creativity displayed by every member of our faculty, staff, and student body. I truly believe that we will emerge from this crisis stronger, more resilient, and more flexible in how we lead our daily lives. Stay safe and well.

S. S. CHATFIELD