



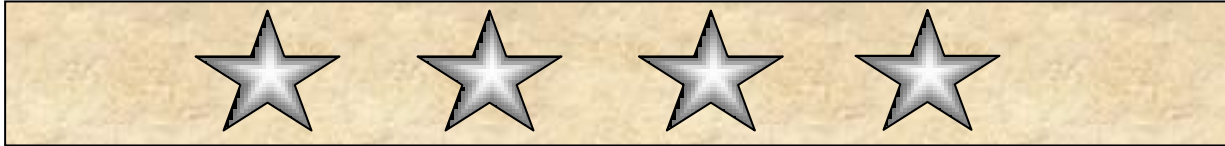
JOINT SPECIAL OPERATIONS UNIVERSITY **FUTURE CONCEPT**

Providing the Azimuth for Joint SOF Education
- The Future Direction of JSOU -



Prepared By:
JSOU President's Action Team

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A Message from the Commander, USSOCOM

USSOCOM's mission is to provide fully capable Special Operations Forces (SOF) to defend the United States and its interests, and to plan and synchronize Department of Defense (DOD) operations against terrorist networks. Essential to mission accomplishment is the development and support of our people, who are the foundation of mission success. Therefore, one of my top priorities is to train and educate our force as joint warrior-diplomats, capable of planning and leading a wide range of special operations missions at every level.

As we continue to engage terrorist forces throughout the globe, indirect approaches or methods are receiving new emphasis and must be fully understood. This increasingly requires an astute intellectual capability to develop strategic solutions to ambiguous and complex problems that require the application of all elements of national and coalition power. The formal professional military education process provides the starting point of this career-long development. However, in today's dynamic environment such traditional education must be augmented by more adaptive and responsive learning activities, scalable to the SOF community's needs and providing an array of challenging options that build individual expertise. No longer a luxury, the right knowledge at the right time is essential to successfully confront the complexities of today's global battlefield.

The Joint Special Operations University Future Concept proposes a renewed approach to joint SOF education that addresses these needs yet builds upon present day capabilities. While not directive in nature, it provides a guide to a range of possibilities, a rubric by which we can evaluate emerging education requirements and model innovative solutions. Based upon an integrated and coordinated SOF education network, it will facilitate a broad exchange of knowledge and education within our SOF community, among our battlefield partners and with new associates who expand our capability and magnify our effect. Such initiatives transform our command into a continuous learning organization while increasing the impact on SOF readiness and the professional development of our people.

SOF will need to possess the intellectual agility to conceptualize creative, useful solutions to ambiguous problems and provide coherent options to Joint Force Commanders....[SOF] will necessarily have to receive educational and experience opportunities for multiple skill comprehension, synthesis, and application at the operational and strategic levels of this global war.

– Capstone Concept for Special Operations, 2006

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Executive Summary

This report outlines the Joint Special Operations University's (JSOU) Future Concept, fulfilling the task to develop a plan that transforms joint Special Operations Forces (SOF) education. To accomplish this, JSOU commissioned a study to analyze current and future joint SOF education requirements.

The study objective was to determine *what* JSOU should teach to meet the future needs of the SOF community and outline *how* JSOU should deliver that education. Over a three month period, a President's Action Team (PAT) evaluated joint SOF education needs using the Joint SOF Leadership Competency Model and employing a four-part methodology. This methodology consisted of: 1) review of previous SOF education studies, 2) official SOF Component Command input, 3) interviews with mid- and senior-level SOF Leadership, and 4) surveying the SOF community through a Joint SOF Education Azimuth Questionnaire. The education needs of SOF members/enablers were the priority of the study while education with SOF partners was also examined.

Analysis showed numerous joint SOF educational needs are not being fulfilled by the Professional Military Education (PME) process. These unfulfilled needs can be viewed as joint SOF education gaps and include: education not provided at the right time in a SOF member's career (late-to-need); course offerings that do not address SOF needs; education that is often difficult to obtain; and formal curriculum that is slow to respond to emerging/dynamic SOF needs. Additionally, the SOF community expressed a strong desire for increased interagency, international, conventional forces and civilian academic education opportunities.

Throughout the study, it was apparent that current operations and recent combat experience played a significant role in shaping joint SOF education needs. Analysis revealed a SOF knowledge deficiency of the interactive capabilities among US military, the interagency and coalition forces. The study presents the realization that it is not enough to merely apply firepower to a known target. Rather, to defeat the enemy, one must know the enemy, its organization, culture, processes, and how to exploit and destroy their will and capacity to fight.

JSOU's current education efforts are executed in five major lines of operation (LOO). The primary LOO is internal education of joint SOF and SOF enablers. The four remaining LOOs are externally focused: international engagement, the interagency, conventional forces and academia. The results of the Joint SOF Education Azimuth Study indicate that JSOU should maintain the five lines but should reinforce existing programs and add specific activities to enhance each.

JSOU uses a two pronged strategy to maximize its academic effectiveness in each lines of operation. Whenever possible JSOU augments existing programs such as service and joint PME and, when necessary, develops formal education programs that meet the unique needs of the SOF community. Occasionally, the education needs of joint SOF will exceed the parameters of service institutions and existing JSOU programs. In this case, new programs such as the emerging Joint SOF Senior Enlisted Academy (JSOFSEA) should be developed.

JSOU must continuously evolve to fulfill constantly changing joint SOF education requirements. The study confirmed that the force wants: knowledge that it can apply on the battlefield, i.e., operationalized knowledge; knowledge that is created within SOF or drawn from SOF partners; and delivery of that knowledge that is accessible not just to SOF but increasingly to SOF partners. The JSOU Future Concept proposes an integrated and coordinated education network that provides for an exchange of knowledge and education with the SOF components and their schoolhouses, the Theater Special Operations Commands, Department of Defense (DOD) Regional Centers, the Joint/Service PME Institutions, and selected civilian academic universities and colleges.

This education network can be viewed as a highly distributed campus or system of SOF education advisors connected by highly interactive technology (e.g., high speed internet, video teleconference capability, and web based media). The distributed campus consists of a main (or central) location, an array of satellite campuses located near SOF component headquarters, dedicated SOF chairs at PME institutions, and JSOU academic representation at the Theater Special Operation Commands, DOD Regional Centers, interagency schools and with select special operations staff functions. Implementation of a distributed campus will minimize the need for travel and increase the opportunity for a resident course experience. It promotes mutual interaction and support between the host SOF community and JSOU, and facilitates unique joint education programs specifically for local SOF requirements. The close interconnection ensures that JSOU is kept abreast of the evolving educational needs and can respond accordingly.

The JSOU Future Concept represents a considerable change in how JSOU does business; however, it does not necessitate a correspondingly significant investment. It is recommended that JSOU use a time-phased plan that begins modestly and allows for the results/benefits before continuing to the next phase and committing additional resources. While this transformation was started with POM 10-15 resource decisions that established a realistic JSOU baseline, there is no time-line requirement for further implementation or completion. In fact, most program changes will be requested in the FY 12-17 FYDP and beyond, and only after proper requirements validation and appropriate prioritization within USSOCOM's competing future needs.

The Joint SOF Education Azimuth Study built upon existing education analyses and further defined the joint SOF education needs. These current and future needs are largely driven by two factors: 1) SOF's GWOT experience and the realization of today's complex and ambiguous battlefield and 2) the SOF community's recognition that SOF must change as the nation adapts to irregular warfare. It is imperative that SOF further develop its cognitive abilities to remain effective and relevant. Accomplishing this without making education a priority, along with the associated investment, is unrealistic.

I. Background

A. Purpose

This report has been prepared to outline Joint Special Operations University's (JSOU) Future Concept which fulfills the task to develop a transformational plan for joint SOF education. The University received this tasking in United States Special Operations Command (USSOCOM) Mission Guidance Letters and the Capstone Concept for Special Operations (CCSO - 2006).

Develop an educational process that transitions today's Joint SOF Warrior into the Joint Special Operations Warrior of the future who will be prepared and equipped for global expeditionary employment and possess the skills necessary to synchronize strategic and operational activities of the GWOT. – CCSO, 2006

JSOU is currently doing very good things. The University has developed educational programs that provide efficiency through formal learning and individual activities. JSOU's transformational objective is to generate educational effectiveness in organized learning programs and, optimally, to provide learning in context throughout the entire joint education spectrum and fill the joint Special Operations Forces (SOF) education learning gaps. JSOU will do so by allowing SOF members to utilize persistent learning opportunities as they progress through their careers. The overarching goal of the JSOU Future Concept is to increase JSOU's educational impact and sustain its investments in joint SOF education with value-added learning opportunities for SOF members (SOF qualified and those working at SOF Commands), SOF enablers (those who support SOF) and SOF partners (academia, conventional, interagency, and international).

B. Current Situation

JSOU was established in September 2000 as a direct reporting unit of the United States Special Operations Command. The University was founded as an institution of higher learning consisting of teaching and research activities in accordance with the JSOU Charter (USSOCOM, Jun 2000). JSOU is located at Hurlburt Field, Florida where classrooms and office facilities along with some administrative functions are shared with the United States Air Force Special Operations School. The JSOU staff consists of: a command section; the Dean of Academics Department; a Strategic Studies Department; the SOF Operational Studies Department; three SOF Chairs located at Professional Military Education (PME) institutions; a JSOU Detachment at MacDill AFB; and the planning cadre for the Joint SOF Senior Enlisted Academy. Manning consists of 61 validated positions. Currently, 54 military and civilian personnel are assigned to JSOU of which 20 are government contractors. To date, JSOU has depended largely on unfunded requirement (UFR) actions to provide selected SOF education programs. Over the FY10-15 FYDP, JSOU will move its headquarters to MacDill AFB to be co-located with United States Special Operations Command (USSOCOM).

II. The Joint SOF Education Azimuth Study

A. Introduction

To address joint SOF education transformation, the JSOU President formed a President's Action Team (PAT) in Oct 2007. The PAT consisted of experienced SOF representatives, both active and retired, with recent USASOC, NAVSPECWARCOM and AFSOC backgrounds. The team's mission was to determine *what* JSOU should teach to meet the future needs of the SOF community and outline *how* JSOU should deliver that education. Over a three month period, the PAT evaluated joint SOF education needs using an established competency model (The Joint SOF Leadership Competency Model) and employing a four-part methodology. This four-part methodology consisted of: 1) a review of previous SOF education studies, 2) an official request for SOF Component Commands to delineate their education needs, 3) conducting qualitative interviews with senior SOF leadership, and 4) administering a quantitative Joint SOF Education Azimuth Questionnaire.

B. Previous Studies and SOF Component Command Responses

The PAT reviewed the two previous education studies, the 2002 Joint Special Operations University Requirements Analysis and the 2005 Education Requirements Analysis (ERA). Several recurring needs were identified, beginning in 2001. The 2005 ERA developed the Joint SOF Leadership Competency Model through the input of over 1,000 Army, Navy, Marine Corps and Air Force SOF personnel. The model defines and groups the competencies required for the ideal Joint SOF Warrior-Diplomat. Details of this model are available at:

<https://jsoupublic.socom.mil/>

C. Qualitative Interviews

The PAT canvassed the joint SOF community – service components, PME institutions, and individual units to conduct face-to-face interviews with 38 military commanders, staff and educators. Numerous themes were resonant among the interviewees to include: broad recognition of the value of investing in SOF education; wide appreciation for JSOU publications and symposia; a need to move JSOU to the next level in education; providing and recognizing life-long learning for SOF operators; and lastly, increasing understanding of JSOU's capabilities and offerings among the SOF forces. A dominant subject was discussion of how SOF should remain relevant as the services assume SOF-like roles in Irregular Warfare (IW). These themes provide a basis for the JSOU Future Concept and presented the overall conclusion that:

The Global War on Terrorism will be decided by our ability to out-think the enemy in a generational war - JSOU is the premier education venue to create and enhance the SOF Warrior-Diplomat's thinking abilities to do just that.

D. Quantitative Joint SOF Education Azimuth Questionnaire

The quantitative portion of the study included use of an online and hard-copy questionnaire (see Appendix A) to identify the educational needs of the joint SOF Warrior-Diplomat and craft the JSOU way ahead.

The questionnaire was comprised of a comprehensive demographic section which determined respondents' rank, branch of service, career specialty, previous attendance at a service school or JSOU course, and both joint and combat experience levels. The main body consisted of 14 questions (see appendix) prepared to rate the importance of JSOU curricula, highlight preferred methods of educational delivery and identify education gaps of the joint SOF community.

The resultant data from 301 questionnaire responses was compiled, measured and analyzed by defined groups. These groups were: cumulative; officers; enlisted; SES, general and flag officers; component and Theater Special Operations Commands (TSOC); rank Levels - Entry, Intermediate and Senior; each of the 4 Service Branches and Civilian; and both SOF and non-SOF Experienced respondents. After analysis, the PAT concluded that each of the representative groups reflected results that mirrored the cumulative responses; therefore, this data was used for drawing conclusions and making recommendations.

E. Questionnaire Conclusions

The following summarizes the questionnaire results:

- Question 1 evaluated the utility of the current JSOU curriculum. Results indicated curriculum with greater operational application was preferred.
- Question 2 listed and prioritized the top five JSOU curriculum areas. Results reinforced Question 1 findings for operational curriculum.
- Question 3 rated the importance of education attributes. Results showed that quality education ranked first followed by various types of personal interactions.
- Question 4 concluded that JSOU courses should be sufficiently long to teach a quality course and range from one to four weeks in length.
- Question 5 identified that JSOU should utilize a hub or central location at MacDill AFB and emplace satellite locations at or near the SOF Component Commands.
- Question 6 highlighted that JSOU should offer classroom and seminar-type education primarily via resident classes, satellite location classes and web-based applications.
- Question 7 rated 31 education areas. Question 8 designated whether these areas should be core or elective. Operational-focused education areas rated higher and were primarily evaluated as core requirements while functional areas rated lower and were evaluated as elective.
- Question 9 presented 13 education activities that could be supported by JSOU. All activities ranked high on the importance scale with the overall conclusion that JSOU should leverage external learning opportunities.

- Question 10 provided open-ended responses regarding other educational activities. No new ideas were identified.
- Question 11 showed that the majority of respondents think JSOU should focus education activities toward a balanced audience of US and International SOF forces.
- Question 12 demonstrated that JSOU should also provide SOF education to International PME institutions.
- Question 13 results showed the need to utilize multiple avenues to bring education to joint SOF to include providing resident course offerings and web-based knowledge resources to the user.
- Question 14 was open-ended. Responses reinforced the interview findings along with the previous 13 quantitative questions. The predominant theme expressed the need for making JSOU a world-class resident academic institution with operational credibility and relevance a top priority.

Study results are detailed in Appendix B and additional details are found on the JSOU webpage at:

<https://jsoupublic.socom.mil/>

F. Summary

The Joint SOF Education Azimuth Study results provided sufficient detail and definition of joint SOF education gaps and requirements to adequately develop the JSOU Future Concept. Identification of what JSOU should teach was solidified. The methods and means for how JSOU should provide joint SOF education were also outlined. Overall, there were no new areas of concern identified in this study that had not been highlighted in previous studies and evaluations of JSOU progress. In total, the Joint SOF Education Azimuth Study provides the foundation for the JSOU Future Concept and identified several recurring themes that are expanded upon throughout the remainder of this report.

III. What JSOU Should Do

A. Transformation Themes

A comprehensive examination of the study results produced several common themes. These ideas were frequent in all three data groups: official command responses, interviews, and questionnaire data. While most of the ideas focus on JSOU, other topics apply to USSOCOM and its components. The study team codified significant transformation themes in this study.

- SOF requires multiple learning opportunities and a greater level of operational emphasis.
- JSOU as a continuous and adaptable learning institution – a resource that provides relevant knowledge in every phase of a SOF career.
- Increase the value of education to the SOF community – “operationalize” knowledge.
- JSOU develops closer relationships with SOF components and TSOs.
- Increase accessibility to a variety of learning opportunities.
- Develop planned life-long learning paths vice episodic, service-driven education.
- Foster a “SOF for Life” concept that supports education of US and international students.

B. Training versus Education

Another theme emerged during the study analysis concerning the role of education versus training. There was general agreement that component focus is on training at the tactical level, with a proportionately smaller effort toward education. It was also acknowledged that JSOU has an appropriate mission of educating joint SOF, and selected others, at the operational and strategic levels.

However, there remains some degree of confusion due largely to the fact that joint doctrinal definitions for training and education overlap. The ongoing Department of Defense (DOD) “Training Transformation” initiative confuses the issue further and specifically includes education within its meaning of training. Furthermore, there is no formal definition for “joint SOF education.” This future vision proposes a definition for inclusion in appropriate USSOCOM directives that emphasizes the degree of learning provided to an individual that translates into knowledge when applied appropriately. In this sense, the role of training versus education becomes less restrictive and need not define mutually exclusive events or programs.

Joint Special Operations Forces (SOF) Education is the professional preparation of all SOF personnel to lead integrated forces effectively in peace and in war. This education consists of full spectrum learning activities in an environment designed to promote a theoretical and practical in-depth knowledge of joint SOF matters. It seeks to instill an understanding of abstract principles and theory in order to develop critical and creative thinkers serving as 21st Century Warrior-Diplomats. Joint SOF Education is delivered to the military, interagency, and international communities using a variety of methods ranging from traditional resident courses to innovative applications of technology.

Simply stated, JSOU concentrates on developing the cognitive attributes needed by individuals to perform successfully at the joint operational and strategic levels. JSOU deviates from this focus and trains SOF in selected skills, but only as a prelude toward operational or strategic level competency. This is especially relevant for interagency or international students where their overall academic foundation is often significantly different from US military professional development. SOF personnel specifically cited JSOU's ability to begin instruction at any level as a valued attribute.

C. Joint SOF Education Capability Gap

JSOU's current education efforts are executed in five major lines of operation (LOO). The primary line is the internally focused education of joint SOF and SOF enablers. The remaining lines of operation are externally focused: international engagement, the interagency, conventional forces, and academia. The results of the Joint SOF Education Azimuth Study indicate that JSOU must maintain all five LOOs, but should reinforce existing programs and add specific activities to each LOO.

At present, JSOU is fully engaged in only one of these five LOOs: internal education. In contrast, JSOU has developed an initial capability supporting the external LOOs but has not emphasized or fully resourced these areas. Discrete activities are conducted in each area, however these actions do not fulfill the joint educational intent of the JSOU constituents and are not sufficient to properly educate our force for operational or strategic employment in future environments.

D. Educational Lines of Operation

1. LOO 1 – Educate SOF and SOF Enablers

JSOU's main effort is providing targeted operational and strategic level education to SOF and SOF Enablers. The institution was originally founded to meet joint special operations education requirements that have not been fulfilled at Service schools, SOF component schools, or in Military Occupational Specialty (MOS) training. JSOU plans to continue to meet these internal needs through an evolving combination of courses, certificate programs, joint Mobile Education Teams (METs) and specialized education.

The Education Azimuth Study evaluated the courses JSOU currently offers and considered additional subject areas. Conclusions from the study revealed several knowledge gaps between what the SOF community needs to learn and current curriculum. New courses are being developed by JSOU to address these voids. In addition, JSOU identified the need to expand beyond singular courses. Components and TSOCs repeatedly cited one education shortfall in particular: the ability of personnel to serve effectively on a joint special operations staff.

In response, JSOU launched the Joint Special Operations Warfighter Certificate (JSOWC) program. A JSOU certificate program is defined as a series of academically challenging courses thematically connected in overall content and expected learning outcomes. These outcomes directly address the specific educational requirements of the targeted student

audience and are periodically assessed for validity and relevance. Individual courses in the series are stand-alone programs in a designated specialty area and may be taken either as an all-at-once sequence or spaced over time (up to three years) to accommodate student availability. All courses are seminar-based, peer-learning formats that incorporate continuous formative evaluation, small-group problem solving and critical thinking application. After completion of all program requirements, the awarding of the certificate assures a student's organization that the promised learning has occurred and the student has mastered the material to the level specified in the JSOU syllabus. In the case of JSOWC, the certificate is designed for personnel who are preparing for, or serving in, a joint special operations assignment such as a JTF, JSOTF, TSOC, or in a joint operational command.

Based on the success of JSOWC, JSOU plans to expand its certificate programs. A second, the USSOCOM Staff Officer Certificate, will prepare non-SOF and SOF personnel to function as an effective joint staff officer within USSOCOM. Students will be educated in general special operations topics and specific USSOCOM procedures. A third program, the Irregular Warfare (IW) Certificate, will be aimed at an even broader audience: interagency, civilian/academic and military personnel. This program will prepare these diverse students for service as part of an overall IW effort.

In contrast to the JSOU resident curriculum, Mobile Education Teams (MET) deploy to provide tailored courses for specific organizations and missions. In the future JSOU plans to expand its METs in order to fully meet component SOF and TSOC requests. An emerging MET requirement is operational and strategic education of TSOC staffs in combination with foreign SOF. As the satellite campus network matures, the organizing principle of the MET will shift from a US student focus to the International student.

Expanded JSOU courses, certificates and METs are the command's main effort to meet the specialized joint SOF education needs of most in the SOF community. However, it is recognized that selected personnel will require advanced education that immerses them in non-military or focused environments to prepare for strategic leadership positions. The advanced degrees and functional knowledge gained through these experiences will be tailored to SOF-specific requirements.

To meet this need, JSOU plans to coordinate SOF fellowship and academic programs in selected civilian and government institutions. Functional programs will also be established with government agencies such as the Department of State and the Central Intelligence Agency (CIA). These education opportunities will be constructed to provide knowledge that directly increases the strategic abilities of SOF personnel. Attendance will be scheduled early enough in a career to afford maximum return on this investment.

Finally, it is important to note the SOF community's desire in regard to college credit. Both the questionnaire (see Question 3) and interview results made it clear that SOF prefer quality education that is relevant to their *military* role. At the same time, SOF expressed a desire to receive civilian acknowledgement in the form of college credit for their unique experiences (Question 14 and interview results).

In other words, the SOF community wants JSOU to function as a university at the highest level. There are three expectations in this regard. First, while JSOU should not design courses with college credit as the goal, it should be sufficiently integrated into civilian education institutions and practices to ensure SOF curriculum is accredited at the appropriate level. Second, JSOU should leverage the civilian credits awarded to component SOF courses. Using this base, JSOU should build integrated academic programs that accredit SOF capabilities from the tactical to strategic level. Finally, JSOU should provide single-point access to applicable civilian education and programs that are specifically tailored for joint SOF requirements.

2. LOO 2 - Interagency Education

SOF's ability to employ all facets of national power will increasingly depend upon close working relationships with our interagency (IA) partners. These organizations possess unique authorities, capabilities and procedures essential to USSOCOM's leading role in synchronizing DOD efforts in the GWOT. Formal education activities provide the foundation of this endeavor.

JSOU's interagency education should expand over time to address increasing operational needs. In FY07, Commander USSOCOM directed JSOU to establish the USSOCOM Interagency Education Program that included several new IA educational activities. This increased IA teaching capability will provide indirect support to all JSOU's SOF curriculum.

A world-class interagency faculty is required in order to execute these educational activities at the national-strategic level. JSOU has started by adding an acknowledged senior-level IA expert to its faculty. The Interagency Senior Fellow will spearhead JSOU's knowledge creation and academic research on the IA process. His focus will be to lecture in JSOU's non-IA courses, serve as a mentor in the various IA courses and seminars, and to connect JSOU to subject matter experts (SME) in the IA community.

Another aspect of this concept will be to establish enduring relationships with key government agency schoolhouses. This will improve cross-talk, curricula exchanges, and interaction between each institutions assigned faculty. Ideally, JSOU will position a SOF academic liaison at selected IA educational institutions such as the Foreign Service Institute and CIA University. These liaisons will perform a function similar to the SOF chair in a Professional Military Education institution. They will work appropriate SOF lessons into the host institution curriculum, while extracting the best lessons and faculty expertise to support JSOU programs and enhance the education network.

3. LOO 3 - International Education

The Joint SOF Education Azimuth Study clearly indicates SOF expectations to balance its US and foreign education efforts. JSOU educates foreign SOF (FSOF) and other International Partners through several existing academic programs. Its single in-residence course and a growing commitment to mobile education teams are normally supported through the DOD Regional Defense Counterterrorism Fellowship Program (CTFP). In addition, JSOU routinely conducts strategic education activities in support of the TSOCs. These programs range from

executing regional counterterrorism symposiums to providing guest lecturers to individual countries and alliance schools.

The JSOU President recently proposed an expansion of JSOU international instruction in a concept called “Educational FID” (E-FID). This proposal directly supports the strategic intent of USSOCOM's plan to build and operate a Global Counterterrorism Network (GCTN). Fully resourcing JSOU's international education LOO will enable USSOCOM to employ education as an indirect approach to counter global extremism. Traditional unit FID efforts increase the tactical abilities of our friends and allies. Similarly, JSOU's E-FID efforts will focus on increasing operational and strategic cognitive capabilities of FSOF and international partners.

Supporting the E-FID concept, JSOU envisions increasing the number of foreign students attending its courses in the United States. Initially this will be the CTFP “invitational” course conducted by JSOU: the Special Operations Combating Terrorism Course (SOCbT). A larger number of foreign SOF students will then be integrated into other JSOU courses. Expanded engagement activities would include faculty development conferences, advanced resident courses to sustain contact with selected students, and “educate the educator” programs. This will fulfill Commander USSOCOM's stated intent to bring as many FSOF as possible to CONUS for the educational and cultural experience this opportunity affords.

A dedicated faculty with specific regional expertise should be established at JSOU to expand and further leverage USSOCOM's allocation of Counterterrorism Fellowship Program (CTFP) funds. Increased funds would enable JSOU to develop various regional curricula to supplement the global focus of SOCbT. An expanded, regionally focused faculty would also deploy additional targeted METs and expand symposia support to each theater, and have the capacity to develop relationships within key foreign education systems. Building on this, JSOU will establish theater-focused education advisors to increase its geographic reach through mutual support agreements with the DOD Regional Centers in support of TSOC engagement objectives.

Ultimately JSOU should develop a capability to provide longer-term programs that address specific education development needs of key partner nations. This is an emerging requirement based on specific requests from the TSOCs. Such initiatives include mentorship for establishing a national SOF headquarters or a national response center. Operations of this type are of longer duration and more complicated than current METs, and thus would require additional resources.

Finally, JSOU will be prepared to take advantage of emerging academic programs that address international issues and engage foreign students. Examples include DOD's Stability, Security, Transition and Reconstruction Fellowship. Engagement profiles will need to be strictly evaluated based on their ability to support appropriate USSOCOM plans (CONPLAN 7500), Theater Security Cooperation Plans (TSCP) and similar international engagement programs.

4. LOO 4 - Conventional Forces Interaction

The JSOU faculty currently supports all service and joint PME institutions. In academic year 2007 a total of 3,183 PME students received 39,534 hours of education from JSOU. Most of

this instruction occurs at the Intermediate Service Schools (ISS) and Senior Service Colleges (SSC), often in SOF fundamentals. In addition, USSOCOM has established Major Force Program (MFP)11 funded SOF chairs at three institutions: National Defense University, Naval Postgraduate School and Marine Corps University.

A recurring finding of the Joint SOF Education Azimuth Study was the need to expand JSOU support of PME schools. The experience at ISS or SSC will likely remain a pivotal event in the development of SOF leaders. Joint SOF education should never replace this resident learning experience since the PME institutions provide required joint education (JPME I and II) and simultaneously immerse SOF with conventional force peers. However, the SOF community wants JSOU to represent USSOCOM equities in these education establishments, increasing exposure to appropriate SOF topics while maintaining value of this education to all students.

Specifically, SOF personnel serving as instructors at the PME schools want JSOU to define a standardized joint SOF curriculum to the services. This will insure that each PME institution is educating the joint force about SOF in a manner USSOCOM deems most appropriate. Currently each service PME decides what their students should know about SOF; this varies considerably from school to school. With additional resources, JSOU will provide standardized SOF courseware and instructional support to service and joint PME faculty as requested.

SOF instructors serving in the various education institutions cited that increased JSOU support will enable them to focus on their SOF studies programs and curriculum development across all school programs. As the services adapt to the challenges of IW, some PME schools are migrating their SOF studies curriculum into their core program. If JSOU provides improved support to these institutions, those instructors will be better prepared to transform and adapt their SOF studies programs to the core curricula, specialized electives and key academic exercises.

Ultimately, JSOU must formalize, and then sustain, the USSOCOM education relationship with all service and joint PME institutions. This process will occur through formal MOUs with each institution and by establishing joint SOF Chairs (USSOCOM-funded) at schools in need of these positions. Other future considerations are to establish an annual Faculty Development Conference each summer to update all SOF chairs and SOF personnel serving on PME faculties, and to provide tailored METs with an “educate the educator” focus to assist the non-SOF PME faculty to meet any special operations or IW requirements.

5. LOO 5 – Interaction with Academia and Others

Future SOF education must be diverse and intellectually rigorous if SOF is to transform as envisioned in the Capstone Concept for Special Operations:

Joint SOF Warriors will need to possess the intellectual agility to conceptualize creative, useful solutions to ambiguous problems and provide coherent options to Joint Force Commanders. SOF will...necessarily have to receive educational and experience opportunities for multiple skill comprehension, synthesis, and

application at the operational and strategic levels of this global war. – CCSO, 2006

JSOU routinely conducts strategic education events (e.g., symposia, workshops and conferences) that are tailored to meet USSOCOM's complex engagement needs. In addition, JSOU co-hosts such events with major university partners such as Harvard's Carr Center and selected think tanks. This type of educational activity should increase to offer SOF operators continuous high level learning opportunities throughout their career.

JSOU will expand its adjunct faculty based on the success of its current part-time educators. The University currently maintains a small, but diverse, cadre of retired SOF personnel. These educators are typically "SOF for Life" and contribute to the mission as long as they remain relevant. JSOU leverages their experience and extensive personal contacts to meet specific operational and strategic level requirements. In addition, the adjunct and part-time faculty includes non-SOF personnel who possess expertise in selected disciplines not normally found within the SOF/military community.

The study recommended that JSOU's joint SOF research and publication efforts should be expanded. In Academic Year 2007, JSOU Press published or submitted ten monographs. These scholarly works are consistently praised by the SOF community and the services. JSOU will take the lead role in USSOCOM for academic research projects by consolidating topics and making research products available to a wider SOF audience. Also, JSOU will begin publishing a professional joint SOF journal, expand the JSOU press to an accessible on-line capability and establish a substantial academic and research library for USSOCOM.

These actions will also reinforce or create beneficial relationships with academia in selected, SOF-friendly universities and think tanks. These associations will enable JSOU to continue to develop accredited SOF degree programs, specialized academic certificates and pave the way for additional SOF fellowship programs. Finally, these interactions will expand the JSOU pool and availability of a world-class adjunct faculty.

E. Filling the Learning Gap

In summarizing what JSOU should do in the future it is useful to depict the full range of training and education a SOF member will experience. As depicted in Figure 1, the SOF components have well developed training pipelines. PME and civilian education requirements of each service are also firmly established. Like previous studies, the Azimuth Study found that there is required learning that is not provided in SOF component training, service/joint PME or civilian education. JSOU uses a two pronged strategy to fill this gap in the most effective manner possible. Whenever possible, JSOU supports or augments existing programs such as service/joint PME or component school programs, but is prepared to execute specific educational curriculum to meet unique needs.

Occasionally, the education needs of the joint SOF community will exceed the parameters of service institutions and JSOU programs. In this case, new organizations will be developed. JSOU's Joint SOF Senior Enlisted Academy (JSOFSEA) is a current example of such

a requirement. The education requirements of SOF senior NCOs clearly exceed any current service PME institutions or JSOU programs. At the same time, JSOFSEA will leverage a broad array of JSOU capabilities.

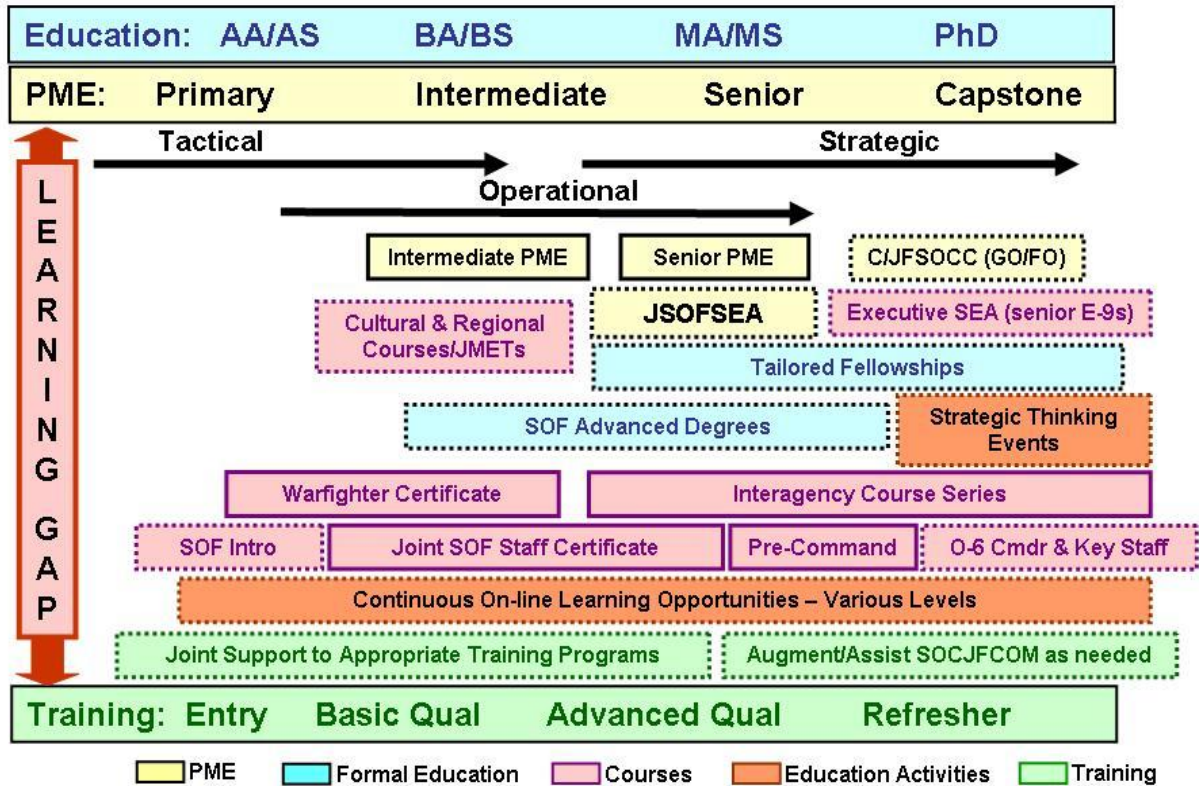


Figure 1. Filling The Learning Gap

IV. How JSOU Should Do It

A. A Learning Organization

Sustain this loop of inputs from the field. Set periodic assessments to perform an azimuth check for what capabilities are required. Examine and assess the international/partner SOF capabilities with regard to their educational models. – Joint SOF Education Azimuth Questionnaire Comment

The Joint SOF Education Azimuth Study identified that the force wants: knowledge that it can apply on the battlefield – operationalized knowledge; knowledge that is created within SOF along with that which is drawn from SOF partners (conventional, international, interagency); and delivery of that knowledge (the education) that is accessible – not just to SOF but increasingly to SOF partners. In order to meet the challenges of joint SOF education, JSOU must continuously evolve to fulfill the constantly changing needs of the special operations force. A useful construct to conceptualize this is that of a learning organization as depicted in Figure 2.

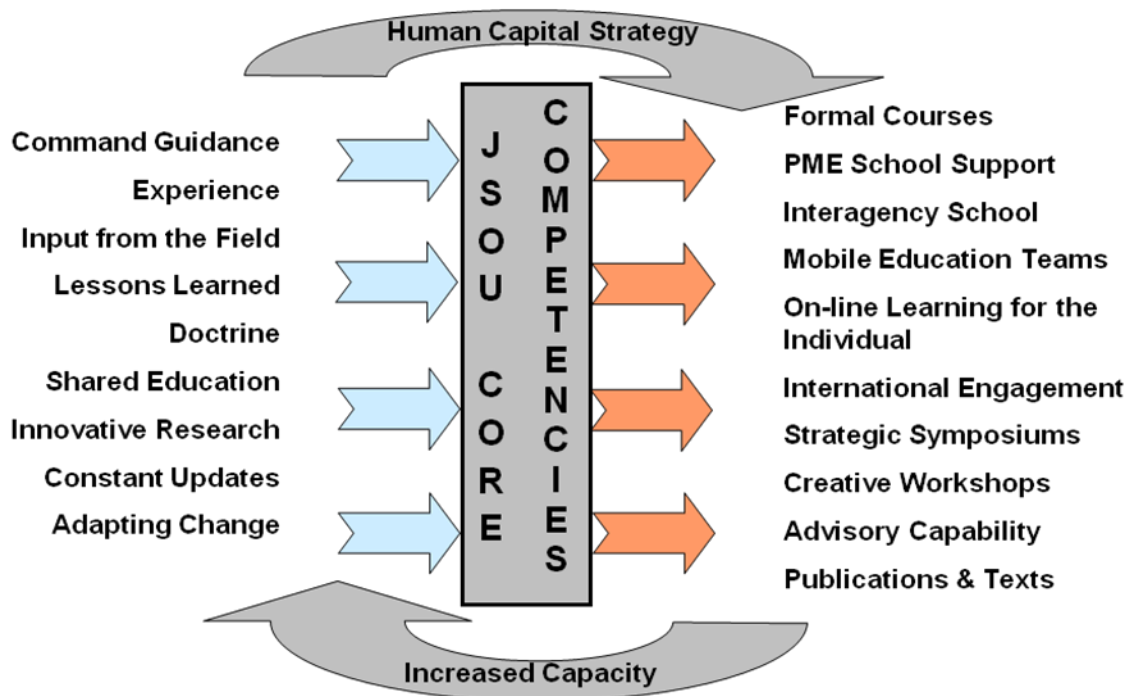


Figure 2. JSOU as a Learning Organization

The JSOU learning organization receives input from its environment and converts this into knowledge via a strong core curriculum. It then delivers that knowledge (e.g., provides education) through a variety of venues to bring education to the force; thereby raising the knowledge level and effectiveness of that force. This creates increased capacity that feeds back through the inputs, raises their quality and therefore increases the overall quality of the education

and knowledge, in a continuous upward spiral. The one time “learner” now becomes the full time “contributor” to the process. A critical element to the learning organization is the overarching human capital strategy that ensures the right education is delivered to the right people at the right time throughout their careers.

B. Corporate University Model

1. A Corporate University Defined

There are numerous definitions and successful models of corporate universities in use today throughout US businesses and federal agencies. A definition of a typical corporate university is:

A learning organization with a governance system that aligns all learning with the corporate or agency mission, strategy, and goals. The governance system typically includes a governing board consisting of the CEO and other senior executives and a chief learning officer (CLO) who has overall responsibility for managing the organization's investment in learning. CEOs of best-practice learning organizations leverage their corporate university to achieve performance goals, drive cultural transformation, reform and integrate training departments, and establish and sustain competitive advantage through learning.¹

The successful corporate university helps the organization exceed operational performance objectives by equipping employees and future leaders with appropriate development opportunities. It drives higher quality programs at lower costs by managing enterprise-wide learning resources for consistency, selection, and management and focuses learning programs on business needs through a model of enterprise-wide education with central oversight to address needs of business units with unique learning and development requirements.²

2. The Corporate University Applied to JSOU

In seven years of operation, JSOU’s focus has constantly shifted to support the stated SOF educational need of the day. The initial JSOU structure was based upon a combination of the United States Air Force Special Operations School (USAFSOS) model and that of the National Defense University. JSOU also relied heavily upon the Professional Military Education system to establish its initial focus and operating procedures. The March 2000 Commander’s Intent assigned responsibility for a broad array of academic activities and organizational guidelines to the University. The academic and support programs were implemented as command priorities and resources allowed. To date, two major factors have influenced JSOU’s planned direction: 1) a military construction (MILCON) project for a large, single structure schoolhouse at MacDill AFB, and 2) the implied direction toward a more “strategic” focus

¹ Learning Circuits, Glossary, <http://www.learningcircuits.org/glossary>. Feb 08.

² Corporate University Exchange, Learning and Development Programs, <http://www.corpu.com/services/cu/design.asp>

similar to US European Command (EUCOM's) Marshall Center. The study found that this evolution often conflicted with the requirements of the SOF Warrior-Diplomat and caused confusion within the SOF community.

The corporate university model provides useful guidelines for shaping the JSOU of the future. Returning to the March 2000 Commander's Intent for JSOU, many of the principles within it are consistent with those of a corporate university:

- SOF University should be designed as an institution of the future, one that incorporates new and innovative organizational themes and methods and easily adapts to a changing environment
- Maintain the role of an enabler - leverage and support existing programs
- Ensure high quality - effective education makes people and organizations better³

A JSOU corporate university should provide a spectrum of learning activities throughout the SOF member's career that significantly improves their intellectual competence to successfully perform the USSOCOM mission. To transform using corporate university principles, JSOU needs to reconfigure its organization and mission, incorporating key corporate university elements. First, it must foster the strategic objectives of USSOCOM, both short and long term. Second, it should be able to quickly adapt to rapidly changing learning needs and continuously develop better approaches to knowledge or learning delivery. Third, JSOU needs to respond to the local needs of the force. Fourth, the campus should be distributed throughout the SOF community to engage a dispersed workforce, and fifth, the university must coordinate or leverage existing programs and learning opportunities whenever possible.

C. JSOU Distributed Campus

Access is the key to JSOU. I've been in SOF since 1999 and have not attended one course. This isn't because I don't want to attend; rather, like most operators, I could never spare the time to attend....week long courses help the availability issue but satellite, VTC, web-based, and even correspondence courses are education force multipliers. – Questionnaire Comment

As inferred in section A, the organization of JSOU is fundamental to transforming SOF education. Any proposed organization must provide for close relationships and coordination with SOF education stakeholders to be responsive to their needs, allow for the continual increase in capacity of a learning organization, and provide ease of access to education. Furthermore, study analysis indicates the force wants the core JSOU curriculum delivered via resident and seminar style education. This leads to a distributed campus organization that has a main or central hub with satellite locations distributed through the SOF education stakeholders.

The distributed campus can be viewed as a dynamic education network connected by technology (e.g., high speed internet, video teleconference [VTC] capability, and web based resources). The distributed campus consists of a main/central location, satellite campuses

³ US Special Operations Command. (2000). *Commander's Intent for SOF University*.

located near SOF component headquarters, SOF chairs at Professional Military Education institutions, and JSOU representation at the Theater Special Operation Commands, DOD regional centers, interagency school houses and select special operations staff functions. JSOU is sensitive to the high OPTEMPO/travel requirements of SOF. Implementation of the distributed campus concept will minimize the need for travel to a central location and increase the opportunity for a resident course experience (peer-to-peer engagement). It promotes mutual interaction between the local SOF community and JSOU that supports unique education opportunities. The distributed campus also supports a learning organization construct as it creates close ties with the local/regional community and expands availability of “just back” from deployment and other subject matter experts to incorporate their knowledge into the JSOU education network.

1. JSOU Main Campus

The JSOU main campus is currently located at Hurlburt Field and will relocate to MacDill AFB beginning in FY 10, with expected completion in FY 14 in conjunction with the JSOU main facility MILCON project. JSOU main provides for central command and control with distributed execution while tied closely to the USSOCOM headquarters. It retains the core JSOU functions and ensures the operational and strategic focus of JSOU education. Although delivery of education will be provided throughout the network, the main campus will have multiple classrooms for resident/seminar education. Fundamental to running a distributed education network, JSOU will develop, manage and maintain the supporting technology to connect, collaborate, and distribute knowledge throughout the education network.

2. Satellite Campuses

The satellite campuses are distributed throughout the SOF education network and should be located at or near SOF component headquarters, and co-located with the host education/training capability. To fully support JSOU’s expanding lines of operation, another satellite campus should be located in Washington DC for access to the interagency and national policy apparatus. Each site contains a tailored JSOU staff that maintains close ties with the local/regional SOF partners. For instance, the NAB Coronado location would obviously support Naval Special Warfare (NSW) but also provide coordination and support to other west coast/regional SOF (e.g., MARSOC elements at Camp Pendleton, Army SOF at Ft. Lewis, AFSOC members at Cannon AFB). This will facilitate the availability of joint learning opportunities and educational programs to the local SOF community while providing the ability to extract knowledge that can be disseminated network-wide. Each location would be a “one classroom” schoolhouse providing resident education that is linked via technology to JSOU main and other satellite locations. Delineation of support, facility upkeep and logistics responsibilities will be determined on a case-by-case basis with the host base via memorandum of agreements but JSOU will initiate lead for all resourcing and funding efforts. As the network system evolves, future sites will be considered based on needs and availability of resources.

3. SOF Chairs at PME Institutions

The SOF Chairs are located at PME institutions to provide input on SOF studies and to develop SOF academic programs and activities suitable for their respective institutions. They are the direct USSOCOM/JSOU representatives to their school's senior leadership. There are MFP-11 funded SOF Chairs currently at Naval Postgraduate School, Marine Corps University, and National Defense University, with service funded SOF Chairs at Army War College, Navy War College, and Air War College. Additionally, SOF Chairs should be established at the following institutions: Joint Forces Staff College (priority), Command and General Staff College, Air Command and Staff College, the Joint Advanced Warfighting School and the School for National Security Executive Education (for international engagement). Ideally, USSOCOM would provide MFP-11 funding for all SOF Chair positions with the initial focus on joint education institutions.

4. Theater Special Operation Commands (TSOC) Education Advisor/Regional Center Representative

A JSOU education advisor for each geographic region, located at either the TSOC or the DOD regional center, should be established. This new position would provide support to and draw expertise from both the TSOC and the regional center for the education network while enhancing a variety of USSOCOM/TSOC international engagement initiatives. The TSOC education advisor will be normally dual-hatted as the regional center liaison. This supports JSOU's international line of operation and allows the regional SOF commanders to leverage the "Educational FID" concept for their TSCP or CTFP efforts. The regional advisor would play a key role in enabling SOF to employ education as an indirect approach to counter global extremism and focus on increasing operational and strategic capabilities of foreign SOF.

5. JSOU Interagency School Representative

A JSOU liaison located at the Foreign Service Institute and at CIA University would be responsible for providing JSOU support and drawing learning opportunities from the IA into SOF. This supports JSOU's interagency line of operation and correspondingly SOF's ability to employ all facets of national power. A key part of USSOCOM's mission is to plan and synchronize operations against terrorist networks. This will increasingly depend upon close working relationships with interagency partners and a clear understanding of their organization, culture, authorities, capabilities and procedures. Formal education activities provide the foundation of this endeavor. Expansion to other IA schools or training institutions should be considered as this plan evolves.

D. Other Components of the JSOU Future Concept

The corporate university model presents the overarching concept to transform JSOU, however, there are essential supporting components that are either non-existent or currently administered on an "ad hoc" basis. These need to be implemented to properly execute and

manage the JSOU Future concept. These are: a Professional Development Department; a Continuing Education Department; a SOF Journal and JSOU Press; the Joint SOF Senior Enlisted Academy; and formally establishing an Adjunct Faculty. These components, along with the corporate university concept will complete the transformed JSOU organization.

1. Department of Professional Development

JSOU should establish a Department of Professional Development that is the proponent and coordinator for all USSOCOM advanced joint SOF education and provides a continuity of effort with service programs. The office should assume primary responsibility for developing educational partnerships with highly respected and SOF friendly civilian universities for tailored degree programs, specialized certificates for SOF needs, and creating specific SOF fellowships that are beyond the service's ability to provide. This will broaden education opportunities for the force and ensure the education ultimately supports USSOCOM objectives and goals. To coordinate and execute these initiatives, JSOU would lead an education "advisory team" of senior USSOCOM leadership and civilian academics and interact with service entities, through the SOF components, to optimize service fellowship and degree programs. The Professional Development department will monitor and track USSOCOM's unique academic programs and its enrolled personnel in conjunction with the USSOCOM staff (SOCS/J1). It is anticipated that as USSOCOM's human capital authorities expand, the professional development program will rapidly evolve.

2. Department of Continuing Education

JSOU should establish a department of Continuing Education that will provide SOF unique life-long learning opportunities. These learning opportunities will be designed to enhance human performance using innovative technology applications to provide real-time education support to any member, at anytime and anyplace. The technology will also provide connectivity throughout the JSOU education network. The goal is to make tailored knowledge and education ubiquitous to the SOF operator at any location. The department, through technology, would create dynamic partnerships between SOF, SOF collaborators and formal/informal education programs and maintain awareness of evolving technology applications supportive of improved learning outcomes. As a key stakeholder for USSOCOM funded distance learning systems and on-line applications, JSOU would ensure appropriate SOF content for multiple users, facilitate access and ensure compatibility with USSOCOM systems (using established DOD standards), and provide command-wide recommendations on advanced distributed learning (ADL) systems and education technology applications.

3. SOF Journal and JSOU Press

As an alternate to formal learning, JSOU should provide education through publication of intellectual subjects that provoke new thought. This was identified in the JSOU learning organization construct but included that, in addition to delivering education, publications create knowledge and increase the capacity of the learning organization. Currently, JSOU maintains a limited publication capability within its Strategic Studies Department that publishes research

monographs. Further, interviews conducted during the SOF Education Azimuth Study found that the force believes that SOF cannot be taken seriously on an intellectual level without a professional journal. Therefore, JSOU should expand its current publication efforts and develop a professional SOF journal with an established JSOU Press capability.

4. Joint SOF Senior Enlisted Academy

The Joint SOF Senior Enlisted Academy (JSOFSEA) is a growing JSOU venture, recently tasked by USSOCOM. It is designed to provide SOF senior enlisted personnel the education, background and interactive skills necessary to fill senior enlisted positions in Joint Special Operations Task Force (JSOTFs), TSOCs, and SOF service components. These positions require thorough knowledge of critical SOF competencies that are not addressed in similar service senior enlisted academies. The JSOFSEA will provide joint SOF Professional Military Education composed of both distance learning and in-residence phases which will culminate with a uniquely relevant, SOF-specific staff exercise (STAFFEX). Comprehensive curriculum development is currently underway. Although planning and coordination of the JSOFSEA is not complete, it is intended that upon course completion, JSOFSEA graduates will receive credit from their respective service component for required career senior enlisted PME.

5. Associate Faculty

To provide a quality SOF education, a quality faculty is required to develop appropriate learning opportunities for SOF, create knowledge from those opportunities, and distribute that knowledge throughout the SOF education network. A relatively untapped resource to assist is establishing a pool of associate faculty. These are recognized faculty members with specialized experience and expertise (former SOF, academicians, SMEs) who do not permanently reside at a JSOU location or work full-time but who contribute regularly to JSOU programs as instructors, researchers, mentors, and lecturers. JSOU should formalize this program, vetting faculty and maintaining their credentials and security clearances in order to leverage this valuable resource – SOF for Life. This will increase JSOU’s capacity to fulfill this future vision without significantly expanding its resident faculty.

E. The Future JSOU Organization

Figure 3 depicts the future JSOU organization as described above. The organization elements with solid lines depict existing JSOU staff functions while organization elements with dashed lines represent new or expanded staff functions. This is a conceptual model from which future capability can be projected and relative organizational associations established.

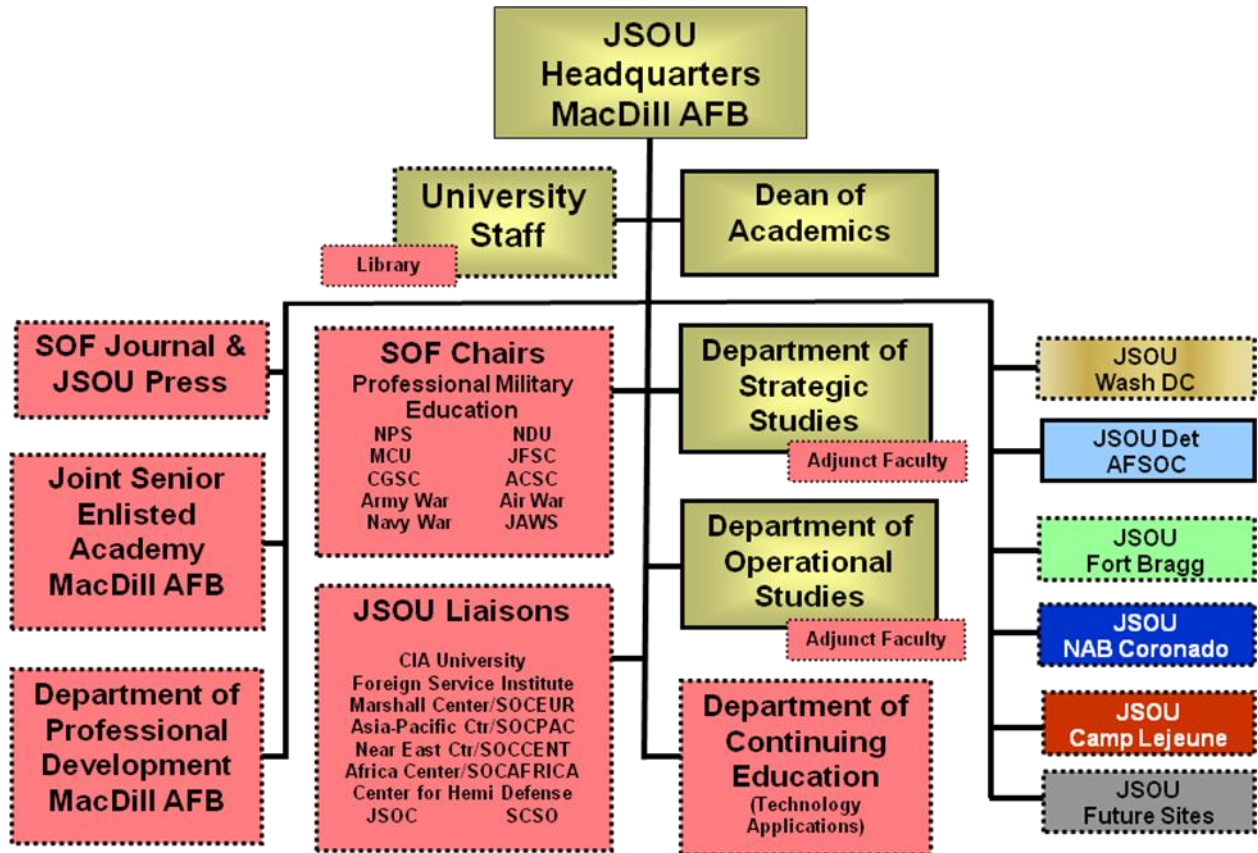


Figure 3. Future JSOU Organization

F. Enabling Tasks of the JSOU President

There are certain tasks that the JSOU President needs to assume in order to successfully execute and implement the JSOU Future Concept.

1. Establish a Joint SOF Education Oversight Board

The Joint SOF Education Oversight Board is initially charged with development/approval of the joint SOF education strategy and guiding the process through to implementation. The board is composed of the CDR USSOCOM, the JSOU President, the SOF Component Commanders, and the Director of USSOCOM Center for Knowledge and Futures (SOKF). As the strategy is implemented, the role shifts to ensuring the University remains both strategic and operational and is positioned to meet future SOF needs. The JSOU president should organize and facilitate this board.

2. Monitor All Joint SOF Education

In support of the CDR, USSOCOM Title 10 responsibilities regarding education and professional development, the JSOU President should monitor all joint SOF Education activities, not targeted to specific component requirements. The objectives of this limited role would be to 1) build awareness of the various joint SOF education curriculum/courses offered, including those of component schoolhouses; 2) help to minimize curriculum and course redundancy throughout SOF; 3) provide visibility on best educational practices within the SOF education network; and 4) enable others to leverage, as appropriate, joint SOF curriculum/courses. This information will be periodically reported to the Joint SOF Education Oversight Board.

3. Military Education Coordination Council (MECC)

The MECC is an advisory body to the Director, Joint Staff, whose purpose is to address joint scholarship and educational issues, promote cooperation and collaboration among the MECC member institutions, and coordinate joint education initiatives. The MECC Principals are the: DDJS-ME; the Presidents, Directors and Commandants of the JPME colleges, Service universities, Intermediate Level Colleges (ILCs), and Senior Level Colleges (SLCs); and the USJFCOM/J-7. Currently, the JSOU president attends the MECC but is a non-voting member. In order to have greater SOF input and influence in the military education arena, SOF needs to be an equal partner at the table. Making the JSOU president a voting member would recognize SOF education input and give serious consideration to JSOU recommendations.

4. Research Coordinator for MFP-11 Funded Academic Programs

Currently there is no coordinator for MFP-11 funded research programs nor is there a repository of SOF-focused research. The research coordinator would maintain a library of SOF research studies, develop a list of potential SOF research topics, and facilitate SOF students' research. This would make research (e.g., thesis, reports) accessible to the force, ensure research that is relevant and useful to SOF, create higher quality research products, and maximize the return on MFP-11 investments.

G. Proposed Implementation Strategy

It is recommended that JSOU use a time-phased plan to implement the JSOU Future Concept. The benefits of a phased plan are that it will be executable within a resource constrained environment; it will enable adjustment flexibility as the plan progresses, it will minimize personnel transitions, and the plan will be manageable. Below provides a recommended phased plan to implement the strategy. This proposed strategy is not meant to be exact or provide a detailed roadmap but to show that implementing the JSOU Future Concept is not a daunting task.

1. Proposed Actions by Fiscal Period

a. FY 09

- Expand the MacDill Detachment to 12-15 faculty and add a classroom with appropriate technology enhancements
- Establish the first/pilot satellite campus at NAB Coronado
- Establish the Joint SOF Senior Enlisted Academy at MacDill AFB
- Establish an IA liaison/JSOU Det in the Washington DC area, co-located with the USSOCOM Chrystal City Facility
- Formalize a SOF Chair at the Joint Forces Staff College
- Develop new academic programs:
 - Combined/Joint Forces Special Operations Component Commander course (GO/FO level)
 - Joint SOF Orientation (SOF 101)
 - O-6 Commander/Key Staff course (similar to a pre-command course but aimed at the O-6 level and senior staff positions)
- Conduct a USSOCOM Manpower Study to validate manpower requirements for the JSOU Future Concept

b. FY 10-11

- JSOU President relocates to MacDill AFB
- Develop new academic programs:
 - Advanced Cultural - Regional Seminars (beyond orientation courses)
 - Advanced SOF Tools and Collaborative Planning
 - SOF Fellowships
- Conduct a JSOU Future Concept Azimuth Check and submit issues in POM 12
- Conduct the pilot course of the JSOFSEA—expand capability as resources permit

c. FY 12-15

- Establish JSOU main at MacDill AFB (MILCON)
- Establish the Professional Development Department and Continuing Education Department at MacDill AFB
- Establish satellite campuses at Camp Lejeune and Ft. Bragg
- Maintain a joint education capability at Hurlburt Field
- Establish the JSOU Press and publish a SOF Journal
- Continue to place SOF Chairs at all JPME/PME Institutions
- Assign JSOU Representative/Education Advisor to Regional Centers/TSOCs, & selected IA schools

2. Resourcing

The time-phasing of the strategy is directly tied to resourcing. To begin implementation through FY 09, JSOU will utilize existing resources (manpower, funding), request additional funds through the unfunded requirements (UFR) process, and leverage/co-use existing facilities and infrastructure. The second phase, FY 10-11, is tied to POM 10 decisions with only modest

growth required. The third phase in FY 12-14 is tied to POM 12-17 results and represents the largest investment. The benefits of a phased approach is that it does not require a large upfront commitment of resources but allows allocations over time which, in turn, enables leadership to see results before committing additional resources. From a macro perspective, the main costs to implement the plan are manpower growth, Operations and Maintenance (O&M), and Military Construction (MILCON), some of which are already in JSOU's program from POM 08-13 decisions.

H. Conclusion

Expansion of the existing JSOU Mission is necessary to set the course for full implementation of the JSOU Future Concept. The following revised JSOU Mission is proposed to encompass the ideas and proper courses of action brought forth by the Joint SOF Education Azimuth Study.

The Joint Special Operations University provides value-added learning opportunities for SOF members, SOF enablers and SOF partners by: educating joint military and civilian professionals on the employment and utilization of SOF in a joint, interagency and international environment; developing strategic and operationally focused cognitive thinking; enhancing SOF human performance skills; improving SOF's joint leadership competencies; and conducting research and publication on national security issues critical to SOF.

The SOF Education Azimuth Study built upon existing education analysis and further defined joint SOF education needs. These are largely driven by two factors: 1) SOF's GWOT experience and the realization of today's complex and ambiguous battlefield and 2) The recognition that SOF must change as the services adapt to irregular warfare. It is imperative that SOF further develop its cognitive abilities to remain effective and relevant. Accomplishing this without making education a priority, along with the associated investment in education, is unrealistic. JSOU will continue to refine, develop, validate and resource the recommendations and programs proposed in this Future Concept. The successful implementation of these initiatives will transform our command into a continuous learning organization while increasing JSOU's impact on SOF readiness and the professional development of our people.

APPENDIX A. Joint SOF Education Azimuth Questionnaire

Purpose: Administration of the JSOU Joint SOF Education Azimuth Questionnaire

JSOU would like to thank you in advance for taking time to complete our 15 minute questionnaire – your expertise, insight and input is very valuable to us. We can assure you that your responses will be kept completely confidential. Information provided in the questionnaire falls under the rules of non-attribution, therefore we request you be frank in your responses.

This questionnaire is focused on two subject areas: 1) What JSOU should teach (your joint SOF educational gaps) and 2) How JSOU Joint SOF education should be delivered to the user. By completing this questionnaire, you will become a contributor to shaping an educational program for the Joint SOF Warrior.

Please do your best to consider your Joint SOF educational requirements from an OPERATIONAL, STRATEGIC and JOINT perspective.

DEMOGRAPHICS:

(click on or begin typing in shaded areas)

Rank/Civilian Grade	
Service - USA, USN, USMC, USAF, Other (Please Specify)	
Career Specialty	
I am Career SOF	<input type="checkbox"/> Yes <input type="checkbox"/> No
Years of SOF Experience	<input type="checkbox"/> 0 <input type="checkbox"/> less than 3 <input type="checkbox"/> 4 – 10 <input type="checkbox"/> greater than 10
Combat Experience	<input type="checkbox"/> Yes <input type="checkbox"/> No
Years of Joint Experience	<input type="checkbox"/> 0 <input type="checkbox"/> less than 3 <input type="checkbox"/> 4 – 10 <input type="checkbox"/> greater than 10
I have attended an Intermediate Service School, Senior Service College, or Senior Enlisted Academy	<input type="checkbox"/> Yes <input type="checkbox"/> No
I have received JSOU instruction in the past	<input type="checkbox"/> Yes <input type="checkbox"/> No

MAIN QUESTIONNAIRE:

Q.1 On a scale of 1 to 6, please evaluate the utility of the following curriculum to your organization.

(1 = not useful at all, 3 - 4 = moderately useful, 6 = extremely useful)

<i>JSOU Current Curriculum</i>	1	2	3	4	5	6	No Opinion/Not Familiar
A. Combating Terrorism - Interagency (Executive Level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Civil-Military Operations Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Medical Officer's Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Joint Staff Officer Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Strategic Level Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Irregular Warfare Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Operational Level Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Interagency Collaboration (Planner Level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Senior Enlisted Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Combating Terrorism for International Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Combating Terrorist Networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.2 Of the curriculum listed in **Q.1**, please list your top five priorities.
(Please enter the letter of the curriculum area listed in Q.1)

1	
2	
3	
4	
5	

Q.3 On a scale of 1 to 6, please rate the following joint SOF education attributes:
 (1 = not important at all, 3 - 4 = moderately important, 6 = extremely important).

<i>Attribute</i>	1	2	3	4	5	6	No Opinion
Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimize time away/TDY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with fellow students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with students from other services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with students from other nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Interagency Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Guest Speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.4 What do you consider to be a reasonable length of time away from your job to receive required education?

<i>Time</i>	<i>Preference</i>
Less than 1 week	<input type="checkbox"/>
1 week	<input type="checkbox"/>
2 weeks	<input type="checkbox"/>
2 – 4 weeks	<input type="checkbox"/>
4 – 6 weeks	<input type="checkbox"/>
Greater than 6 weeks	<input type="checkbox"/>

Q.5 Where would you prefer to attend a JSOU Resident Course?
 (Please click on box or enter in the “Other” block)

<i>Location</i>	<i>Preference</i>
MacDill AFB, FL	<input type="checkbox"/>
Hurlburt Field, FL	<input type="checkbox"/>
At location of Service Component Headquarters	<input type="checkbox"/>
At a Deployed Location	<input type="checkbox"/>
Other (Please Specify)	

For **Q.6**, please refer to the following Learning Delivery Method definitions:

Satellite Node – physical classroom locations at or near your home station that allow direct interaction with the instructor and other students but are connected electronically to the main classroom.

Resident Courses – those taken at JSOU’s main campus.

Video Tele-Instruction (VTI) – course conducted via video tele-conferencing to a remote location(s).

Web-based Courses – courses that may be conducted anywhere with computer/internet access.

Compact Disc (CD)/Digital Video Disc (DVD) Courses – courses conducted via CD and/or DVD media.

Correspondence Courses – Course materials are mailed/e-mailed to student who, in turn, completes material and mails/e-mails completed assignments/evaluations.

Q.6 Please list the order of importance of these Learning Delivery Methods to you in your current position.

(1 = not important at all, 3-4 = moderately important, 6 = extremely important).

<i>Learning Delivery Method</i>	1	2	3	4	5	6	No Opinion
Satellite Node	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resident Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video Tele-Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web-based Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compact Disc/Digital Video Disc Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correspondence Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please Specify):							<input type="checkbox"/>

Q.7 On a scale of 1-6 , please rate how important it is to you that JSOU provides joint SOF education in the following areas.

(1 = not important at all, 3-4 = moderately important, 6 = extremely important).

Education Area	1	2	3	4	5	6	No Opinion
Unconventional Warfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terrorism/ Counterterrorism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insurgency/COIN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Internal Defense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stability, Security, Transition and Reconstruction (SSTR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological Operations (PSYOP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Civil-Military Operations (CMO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Operations (IO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Intelligence and Counterintelligence Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interoperability and Integration with Coalition Forces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interoperability and Integration with US Conventional Forces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transnational Criminal/Law Enforcement Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Battlefield Management (joint doctrine, C2, MDMP, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key Government Agency Fundamentals (organization, roles/mission, culture, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliberate/Crisis Action Planning - Strategic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliberate/Crisis Action Planning - Operational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High Value Individual Targeting/Interdiction (F3AE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Targeting Processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative Planning Tools and Processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coalition SOF Fundamentals, Planning and Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic Leadership, Management and Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic Communications (SC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership and Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Processes (MFP-11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area/cultural orientations and familiarizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Operations Theory, History, and Applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.8 Please correlate the educational areas from **Q.7** as either Core or Elective requirements. Select “Core” if this area should be given to the majority of SOF students. Select “Elective” if attendance should be limited to specialized career tracks and/or emergent requirements (e.g. duty assignment, deployment).

Education Area	Core	Elective	No Opinion
Unconventional Warfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terrorism/ Counterterrorism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insurgency/COIN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Internal Defense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stability, Security, Transition and Reconstruction (SSTR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological Operations (PSYOP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Civil-Military Operations (CMO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Operations (IO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Intelligence and Counterintelligence Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interoperability and Integration with Coalition Forces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interoperability and Integration with US Conventional Forces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transnational Criminal/Law Enforcement Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Battlefield Management (joint doctrine, C2, MDMP, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key Government Agency Fundamentals (organization, roles/mission, culture, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliberate/Crisis Action Planning - Strategic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliberate/Crisis Action Planning - Operational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High Value Individual Targeting/Interdiction (F3AE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Targeting Processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative Planning Tools and Processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coalition SOF Fundamentals, Planning and Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic Leadership, Management and Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic Communications (SC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership and Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Processes (MFP-11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area/cultural orientations and familiarizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Operations Theory, History, and Applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.9 Please select the level of importance for the educational activities you believe JSOU should support.

(1 = not important at all, 3-4 = moderately important, 6 = extremely important).

<i>Educational Activity</i>	1	2	3	4	5	6	No Opinion
Formal PME Institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resident/Satellite Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Mobile Education Teams (JMET) to US SOF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint Mobile Education Teams (JMET) to International SOF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other International Engagement Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interagency Schools and Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Interagency Engagement Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support to DOD Educational Institutions (non-PME)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOF Component Schools/Qualification Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
War-Gaming/Exercises/Simulation Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOD Regional Centers (e.g. Marshall Center)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic Symposiums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regionally Focused Conferences/Symposiums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.10 Please list any other Educational Activities that you believe JSOU should support.

(Please enter your response(s) below)

1	
2	
3	

Q.11 Should JSOU focus on educating US SOF directly - or - focus on assisting US SOF by building capacity in foreign nations - or - balance these activities?

U.S.	Foreign	Balance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.12 Do you believe there is a need for JSOU to support International Professional Military Education that educates foreign SOF in a regional or coalition setting?

Yes	No	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.13 Should JSOU provide increased web-based knowledge resources for Joint SOF?
(1 = Strongly disagree, 3 – 4 = moderately agree, 6 = strongly agree)

1	2	3	4	5	6	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.14 What recommendations can you give to JSOU on how it should evolve in the future?
(Please enter your response below)

List: _____

Please e-mail or fax the completed questionnaire to:

- **E-mail:** jsou.websurveys@hurlburt.af.mil
- **FAX:** comm: (850) 884-7989, DSN 579-7989, Attn: JSEAQ

Thank you for taking time to complete this important JSOU questionnaire!

APPENDIX B. Joint SOF Education Azimuth Study – Data Results

Purpose: The following slides depict the results of the Joint SOF Education Azimuth Study interviews (38) and questionnaire responses (301). The data represents the cumulative effect of all demographic categories surveyed. Although each category was analyzed independently, the variation between groups was negligible. Therefore, all conclusions of the study as expressed either as conclusions or findings in the JSOU Future Concept are based on this cumulative data.

Note: The Joint SOF Education Azimuth Study and its research methodology was not planned to be a statistically significant product. It was intended to provide generalized insight into broad programs, education requirements, key concepts and delivery methods and media that may be applied to advance SOF Education. The study is not a resourcing document and all findings and recommendations must be validated through the established processes of the command.



Joint SOF Education Azimuth Questionnaire Results

February 2008

This Briefing is **UNCLASSIFIED**

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Joint SOF Education Azimuth Study

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- **Purpose**
 1. Identify What JSOU Should Teach (the joint SOF education gaps)
 2. How JSOU Should Deliver the Education
 3. Update and/or Validate Past Analysis
- **Methodology**
 - Formed President's Action Team
 - Field Interviews – 38 Conducted
 - Administered Surveys – 301 Received
 - 5 Component, 2 TSOC, 5 GOFO/SES, 28 E9's
 - Other Studies Referenced
- **Final Report: due 31 Mar 2008**

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Interviews Conducted

- **USSOCOM**
- **USASOC**
- **USACAPOC(A)**
- **USASFC(A)**
- **USAJFKSWCS**
- **US Army Combined Arms Center**
- **Army War College**
- **AFSOC**
- **1st SOW**
- **Naval Special Warfare Command**
- **Naval Special Warfare Center**
- **Center for SEAL and SWCC**
- **Naval Postgraduate School**
- **SOCCENT**
- **193rd SOW, ANG**
- **919th SOW, AFRC**

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Interview Themes

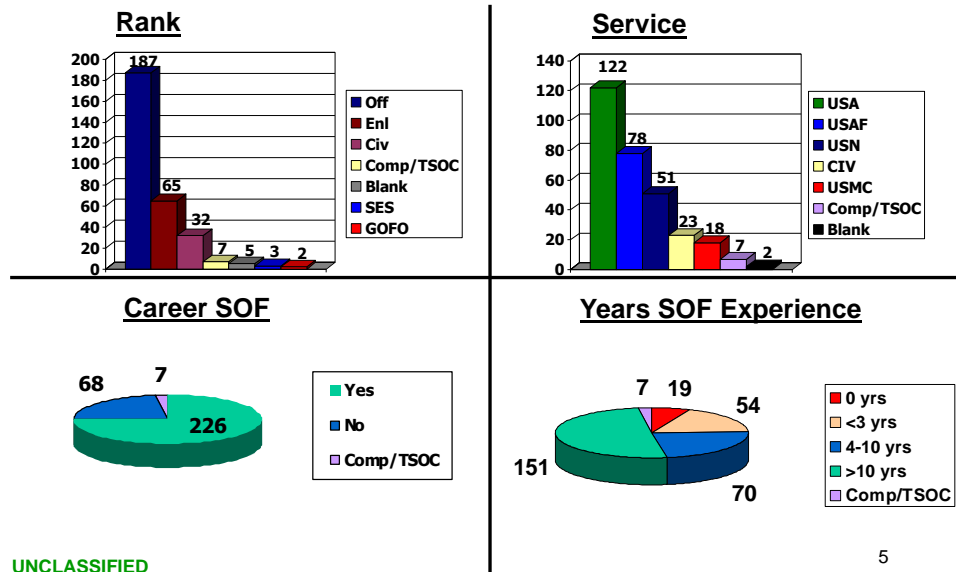
- **Broad recognition of the value of investing in JSOF education.**
- **This conflict will be decided by our ability to outthink the enemy in a generational war.**
- **Wide appreciation for JSOU publications, CONUS and OCONUS symposia.**
- **It is time to take JSOU to the next level**
 - **Internationally recognized academic facility and think tank**
 - **Blend of academic credentials and operational currency**
 - **Strong support of service PMEs**
 - **Fill gaps in SOF education (late-to-need)**
 - **Resident instruction and distance learning**
- **Life Long Learning – senior SOF operators should have advanced degrees as a result of a deliberate progression of military and civilian education.**
- **JSOU capabilities are not widely understood**

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Questionnaire: Demographics

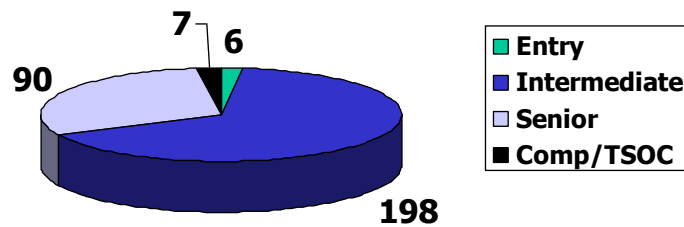


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Demographics: Rank Breakdown



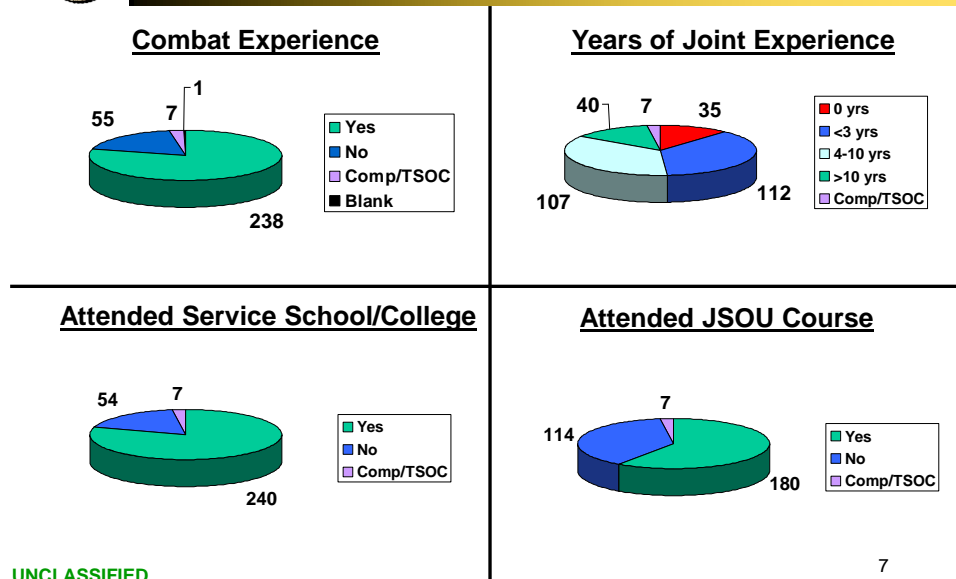
- >Entry Level: E1 – E5, O1 – O3, no CWOs, below GS-11
- >Intermediate Level: E6 – E8, O4/5, CWO1 – CWO4, GS11 – GS15
- >Senior Level: E9, O6 and Above, CWO5, GS14 and Above

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Demographics (cont)



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Demographics Used to Analyze

- **Four Groups Compared Against the Cumulative (average of all 301 responses)**
 - **Group 1**
 - Components and TSOC's
 - **Group 2 (overlap within group)**
 - GOFO/SES
 - Officer and Enlisted
 - SOF and Non-SOF
 - **Group 3**
 - Service (USA, USN, USAF, USMC, CIV)
 - **Group 4**
 - Rank (Entry, Intermediate, Senior)

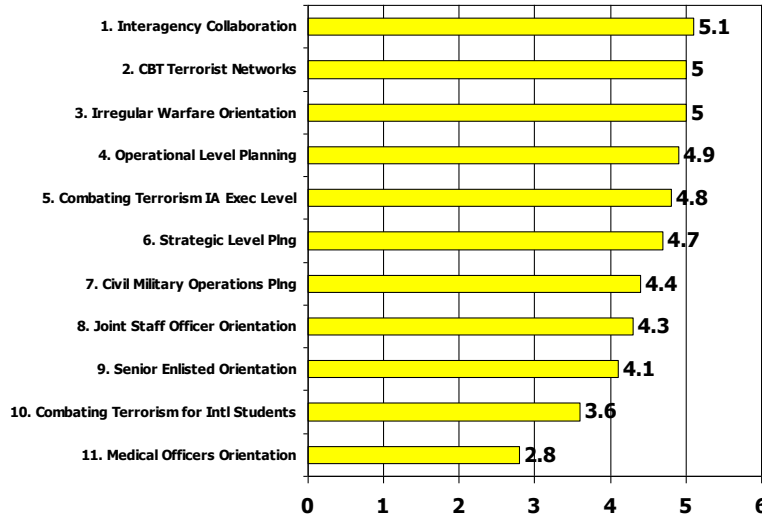
Conclusion: Cumulative is Representative of Results within Groups

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Q.1 – Current JSOU Curriculum Utility



Conclusion: Operational Courses Resonate



Q.2 – Top Five JSOU Curriculum Priorities Group 1

➤ USASOC

1. **Combating Terrorism – Interagency Exec Level**
2. **Irregular Warfare Orientation**
3. **Strategic Level Planning**
4. **Combating Terrorist Networks**
5. **Joint Staff Officer Orientation**

➤ MARSOC

1. **Combating Terrorism – Interagency Exec Level**
2. **Strategic Level Planning**
3. **Combating Terrorist Networks**
4. **Operational Level Planning**
5. **Interagency Collaboration**

➤ JSOC

1. **Combating Terrorism – Interagency Exec Level**
2. **Combating Terrorist Networks**
3. **Interagency Collaboration**
4. **Irregular Warfare Orientation**
5. **Strategic Level Planning**

➤ WARCOM

1. **Irregular Warfare Orientation**
2. **Strategic Level Planning**
3. **Operational Level Planning**
4. **Combating Terrorism – Interagency Exec Level**
5. **Interagency Collaboration**

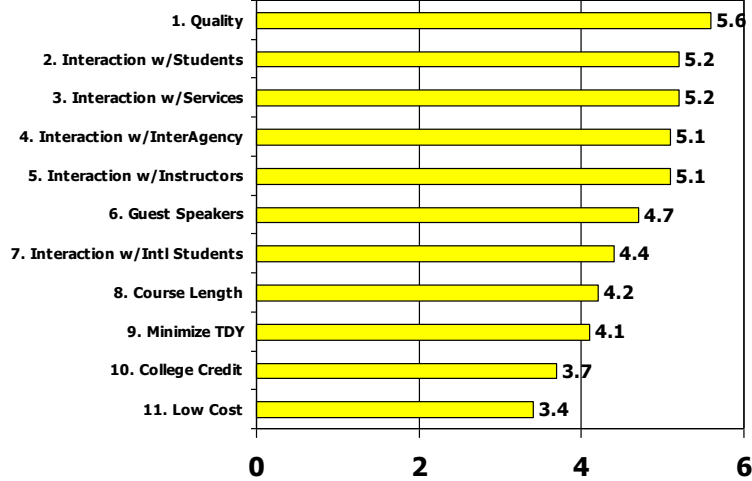
➤ AFSOC

1. **Irregular Warfare Orientation**
2. **Joint Staff Officer Orientation**
3. **Interagency Collaboration**
4. **Senior Enlisted Orientation**
5. **Civil-Military Operations Planning**

RED = Included by at least 4 Components



Q.3 – Education Attributes

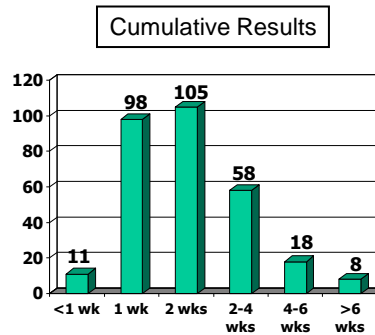


Conclusion: Quality Education with Personal Interactions are Most Important => Classroom/Seminar Type Education



Q.4 – Course Length

- **USASOC: 4-6 wks**
- **WARCOM: 4-6 wks**
- **MARSOC: 2 wks**
- **AFSOC: 2 wks**
- **JSOC: 1 wk**
- **TSOC**
 - **SOCSOUTH: 1 wk**
 - **SOCCENT: 2 wks**



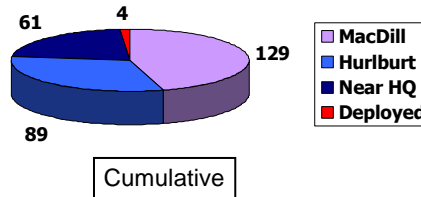
Conclusion: Courses Should be 1-4 weeks in Length, Sufficient to Teach a Quality Course → Validates Current JSOU Course Length

Note: Course Length Ranked as #8 of 11 Attributes



Q.5 – Course Location

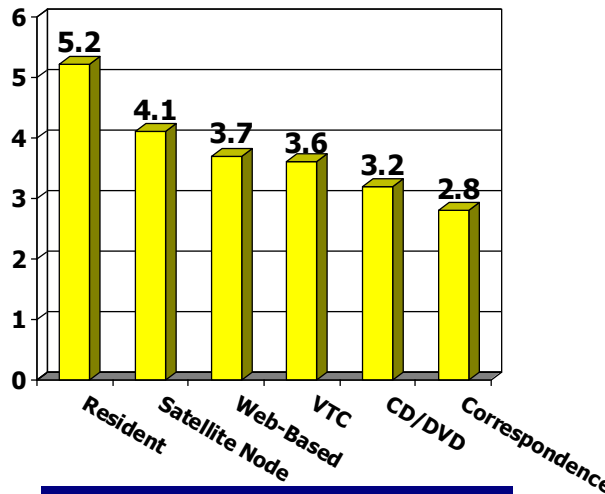
- > USASOC: MacDill
- > WARCOM: Near HQ
- > MARSOC: MacDill
- > AFSOC: Hurlburt
- > JSOC : Hurlburt
- > TSOC
 - SOCSOUTH: Near HQ
 - SOCCENT: Near HQ
- > Write-In Comments
 - Washington, DC (inter-agency access)
 - Regional Areas (West/East coasts)
 - At home station-away from military base but with ease of recall
 - SOF Concentration Areas



Conclusion: MacDill Hub with Component/Regional Satellite Locations



Q.6 – Learning Delivery Methods



Conclusion: Importance of Classroom/Seminar/Interaction



Q.7 – Importance that JSOU Provides
Q.8 – Core or Elective

Core Education Areas	Score
Terrorism/CT	5.4
COIN	5.4
UW	5.3
FID	5.0
Delib/Crisis Action Png-Op	4.7
US-Conventional Interoperability & Integration	4.6
Information Ops	4.6
Coalition SOF Fundamentals	4.6
Key Government Agency Fundamentals	4.5
SO Theory, History, & Application	4.3

Elective Education Areas	Score
Area/Cultural Orientation	4.7
Coalition Interoperability & Integration	4.6
Joint Intel/Counter Intel	4.5
Joint Targeting	4.5
HVT/Interdiction	4.5
Joint CMO	4.5
Stability, Security, Transition & Reconstruction (SSTR)	4.5
Collaborative Planning Tools	4.5
PSYOP	4.4
Joint Battlefield Mgmt	4.4
Delib/Crisis Action Png-Strat	4.4
Strategic Communications	4.3
Strategic Leadership, Mgmt, Planning	4.2

Elective Education Areas	Score
Financial Processes (DoD)	4.1
Language Training	4.0
Joint Logistics	3.9
Joint Communications	3.9
Transnational Criminal Law	3.9
Legal	3.8
Leadership and Ethics	3.8
Organization and Management	3.8

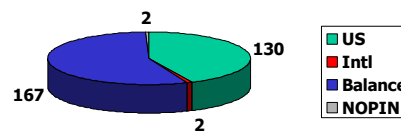
Conclusion: Modify Current Curriculum and Create Additional Courses to Meet Needs



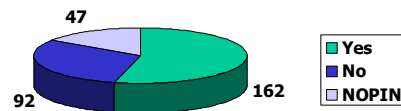
Q.9 – Education Activities JSOU Should Support
Q.11 – Education Focus
Q.12 – Should JSOU Support Intl PME?

Q.9 - Education Activities	Cum
Resident /Satellite Courses	4.9
PME Institutions	4.9
JMET to US SOF	4.8
IA Schools and Trng	4.7
SOF Comp Schools & Training	4.6
Regional Focused Confs	4.4
Other IA Engagement	4.3
War Gaming, Exer, & Sim	4.2
Strategic Symposiums	4.2
JMET to Intl SOF	4.1
DOD Regional Centers	4.1
DOD Edu Inst (non-PME)	3.9
Other Intl Engagement	3.8

Q.11 – Education Focus



Q.12 – Should JSOU Support Intl PME?

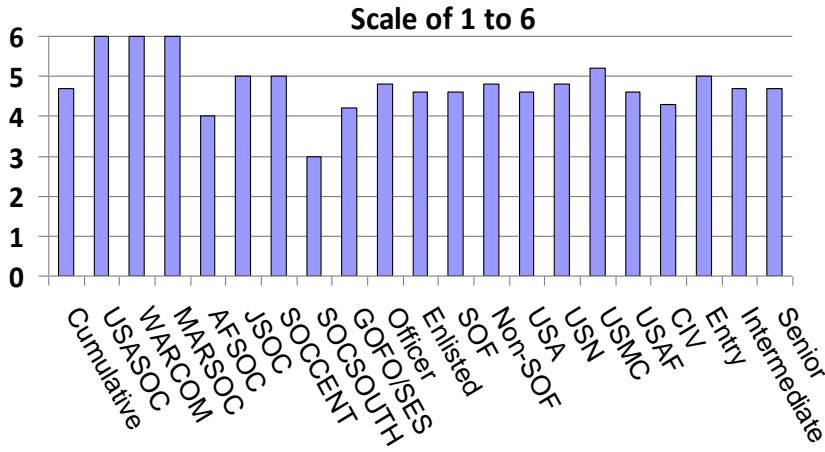


Conclusion: JSOU Should Be an Operational Engagement Tool that Provides Organic SOF Education and Leverages External Learning Opportunities



Q.13 – Should JSOU Provide Web-Based Knowledge Resources? All Groups

UNCLASSIFIED



UNCLASSIFIED



Q.14 What Recommendations Can You Give to JSOU on How It Should Evolve in the Future?

Comment Themes

- A "Brick and mortar" facility providing resident seminar education and a vehicle for college credit. (26 comments)
- Provide SOF curriculum support to Service PME and address education gaps in service PME. (16 comments)
- Provide Joint SOF education that is not provided in component SOF or service schools. (14 comments)
- Inter-agency education (formal) and collaboration (informal). (12 comments)
- International SOF education and collaboration. (11 comments)
- Internet or DVD based delivery of education. (10 comments)
- Joint SOF Senior Enlisted Academy and robust NCO education. (9 comments)

Conclusion: A world-class academic Institution with Operational Credibility and Relevance

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Joint Special Operations University

357 Tully Street
Hurlburt Field, Florida 32544

Commercial: (850) 884.2755/2756
DSN: 579.2755/2756
FAX: 579.2753

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