

UNITED
STATES
MILITARY
ACADEMY

WEST POINT, NEW YORK

REPORT
of the
1988
BOARD of VISITORS

DUTY

HONOR

COUNTRY

THIS REPORT IS NOT RELEASEABLE
UNTIL ACTED UPON BY THE PRESIDENT
OF THE UNITED STATES.

December 31, 1988

An Extract of the Sections of the United States Code that
Directly Pertain to the United States Military Academy and
Faculty

SECTION 4355. Board of Visitors

(a) A Board of Visitors to the Academy is constituted annually of--

(1) the Chairman of the Committee on Armed Services of the Senate, or his designee;

(2) three other members of the Senate designated by the Vice President or the President pro tempore of the senate, two of whom are members of the Committee on Appropriations of the Senate;

(3) the Chairman of the Committee on Armed Services of the House of Representatives, or his designee;

(4) four other members of the House of Representatives designated by the Speaker of the House of Representatives, two of whom are members of the Committee on Appropriations of the House of Representatives; and

(5) six persons designated by the President.

(b) The persons designated by the President serve for three years each except that any member whose term of office has expired shall continue to serve until his successor is appointed. The President shall designate two persons each year to succeed the members whose terms expire that year.

(c) If a member of the Board dies or resigns, a successor shall be designated for the unexpired portion of the term by the official who designated the members.

(d) The Board shall visit the Academy annually. With the approval of the Secretary of the Army, the Board or its members may make other visits to the Academy in connection with the duties of the Board or to consult with the Superintendent of the Academy.

(e) The Board shall inquire into the morale and discipline, the curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters relating to the Academy that the Board decides to consider.

(f) Within 60 days after its annual visit, the Board shall submit a written report to the President of its action, and of its views and recommendations pertaining to the Academy. Any report of a visit, other than the annual visit, shall, if approved by a majority of the members of the Board, be submitted to the President within 60 days after the approval.

(g) Upon approval by the Secretary, the Board may call in advisers for consultation.

(h) While performing his duties, each member of the Board and each adviser is entitled to not more than \$5 a day and shall be reimbursed under Government travel regulations for his travel expenses.

REPORT OF THE 1988
BOARD OF VISITORS
UNITED STATES MILITARY ACADEMY

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ANNUAL REPORT OF THE BOARD OF VISITORS
OF THE
UNITED STATES MILITARY ACADEMY, 1988

West Point, New York, December 31, 1988

THE PRESIDENT OF THE UNITED STATES

Mr. President:

1. APPOINTMENT AND DUTIES OF THE BOARD. The Board of Visitors to the United States Military Academy was appointed in accordance with the provisions of Section 4355 of Title 10, United States Code. It is the duty of the Board to inquire into the morale and discipline, curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters relating to the Academy that the Board decides to consider.

2. MEMBERS OF THE BOARD.

Senators

Alfonse M. D'Amato, New York
Don Nickles, Oklahoma
Richard C. Shelby, Alabama
Daniel P. Moynihan, New York

Representatives

Hamilton Fish, Jr., New York
W. G. Hefner, North Carolina
Bill Lowery, California
Owen B. Pickett, Virginia

Presidential Appointees

Mr. William D. Mounger; Oil Producer; Jackson, Mississippi
(Appointed in 1987 to serve through 1989)

Ms. Marta T. Caldera; Businesswoman; Los Angeles, California
(Appointed in 1986 to serve through 1988)

Mr. Michael J. Bayer; Government Relations Executive; Washington, DC
(Appointed in 1986 to serve through 1988)

Brigadier General (Retired) George B. Price; Columbia, Maryland
(Appointed in 1987 to serve through 1989)

Mr. Michael W. Grebe; Attorney; Mequon, Wisconsin
(Appointed in 1988 to serve through 1990)

3. EXECUTIVE SECRETARY. Colonel Larry R. Donnithorne, Special Assistant for Strategic Planning, United States Military Academy (USMA), served as Executive Secretary to the Board from 1 January through 15 July 1988. Lieutenant Colonel Morgan G. Roseborough, Executive Officer to the Superintendent, USMA, served as the Executive Secretary to the Board from 16 July 1988 through 31 December 1988.

4. PUBLIC NOTICE. In accordance with Section 10 (a) (2) of the Federal Advisory Committee Act (Public Law 92-463), notices of the meetings were published in the Federal Register. Local notice was provided to the West Point Community and the Corps of Cadets by newspaper and bulletin notices.

5. PROCEDURES. Under the provisions of Section 10 (b) and (c) of the Federal Advisory Committee Act (Public Law 92-463), the minutes of each meeting of the Board, certified by the Chairman, and its records, reports, letters and other documents are available for public inspection in the Office of the Executive Secretary, Board of Visitors, Building 600, United States Military Academy, West Point, New York.

6. CONVENING OF THE BOARD.

a. Role of the Board in 1988. Continuing a pattern of several years, the 1988 Board of Visitors held three meetings during the year. The first, an organizational meeting, was held in Washington, DC on May 9, 1988. A summer meeting was held at West Point, July 14 and 15, 1988. The required annual meeting of the Board was held at West Point during the period of December 5 through December 7, 1988.

b. May 9, 1988, Washington, DC. The organizational meeting of the 1988 Board was held in the Russell Senate Office Building and was attended by five Presidential appointees and two members from the House of Representatives. Quorum (6 members including one from Congress) was achieved. Mr. Mounger was elected Chairman and Mr. Pickett, Vice Chairman. Mr. Mounger appointed members of the Executive Committee in addition to the Chairman and Vice Chairman: Senator Moynihan, Congressmen Fish and Lowery, Mr. Bayer and Ms. Caldera. The Board selected meeting dates for two more meetings during the year. Summarized minutes for this meeting are at Appendix 2. This meeting was open to the public.

c. July 14-15, 1988, West Point, NY. The summer meeting at West Point was attended by five Presidential appointees and one congressman on the first day. The second day of the meeting was attended by the five Presidential appointees only. During the meeting, the Board received reports on USMA Standards of Admissions, the Fourth Class System and Disciplinary System, the Fellowship in Leader Development, the Academy Schedule, the West Point Child Development Center, changes in the Leadership Development Program, career impact of a USMA assignment, changes

in the engineering course curriculum and an update on cadet pay. Additionally, the Board observed summer training for both freshmen and sophomore cadets at West Point. Summarized minutes for this meeting are at Appendix 3. This meeting was open to the public.

d. December 5-7, 1988, West Point, NY. The annual meeting of the 1988 USMA Board of Visitors was held, in accordance with provisions of Section 4355(d) of Title 10, United States Code, at West Point. This meeting was attended by all five Presidential appointees, Mr. William Mounger, Ms. Marta Caldera, Mr. Michael Bayer, Mr. Michael Grebe and Brigadier General (Retired) George Price, on the first two days, and were joined by Mr. Hamilton Fish, Jr., from Congress on the final day. Quorum was achieved. The purpose of this meeting was to continue discussions begun in the summer meeting and to address several new topics, all of which are listed in the agenda (enclosure 1 to Appendix 4) and in paragraph 7 below. Summarized minutes for this meeting are at Appendix 4. This meeting was open to the public.

7. CONCLUSIONS AND RECOMMENDATIONS.

a. General Conclusions:

The 1988 Board of Visitors finds that the United States Military Academy is continuing to instill the concepts of Duty, Honor, Country into the Corps of Cadets while adjusting the Academy to the evolving national, political, socio-economic, and defense climate.

Particularly commended is the dedication of LTG Dave R. Palmer who has maintained traditional high standards while changing the Academy Schedule and expanding the military development of its cadets. At this point in his assignment, LTG Palmer's leadership is strongly evident throughout the Academy and is most evident in the Academy's 2002 Project.

BG Roy K. Flint, Dean of the Academic Board, is especially acknowledged for continuing the Academy's excellent dual track academic program. The Board favorably acknowledges the addition of new engineering courses which will prepare cadets for specific engineering disciplines.

BG Fred A. Gorden has proven to be an exemplary Commandant of Cadets. Since his appointment in July of 1987 he has set his imprimatur on the Corps by establishing a new Leadership Development Program which assigns additional responsibilities to each class. The Board believes this will enable members of the Corps to assume responsibilities more similar to actual Army duty.

The Board met in Washington, DC on 9 May 1988, and at the United States Military Academy on 14-15 July and 5-7 December 1988. The Board wishes to express its appreciation for the

excellent cooperation it has received in all matters concerned with its inquiries. The Board is also pleased to observe the progress of New South Post, the new commissary, and the West Point Child Development Center, together with the dedication of the Holleder Sports Center. Additionally, the Board strongly urges the Department of the Army to support West Point's participation in the Soldier Housing and Retirement Equity (SHARE) program.

Each year the Board reviews the responses of the Academy to the previous Board's recommendation. The Board accepts these responses without reservation and these are noted in Appendix 1.

In addition to the subjects specifically covered by the Board in this report, it received extensive updates concerning the following topics: 2002 Strategic Planning; Office of Leader Development; Fellowship in Leader Development; and the Association of Graduate's Institute of American Leadership.

Finally, the Board acknowledges West Point's excellent record of Intercollegiate Athletics with special emphasis on the football program. Athletic Director Carl F. Ullrich is to be congratulated, and Football Coach Jim Young deserves special praise. Against strong opposition, the "Army Team" earned a nine and two record, including victories over Air Force and Navy. The team thereby won the "Commander-in-Chief's Trophy" and attained a Sun Bowl bid.

b. Specific Conclusions and Recommendations.

(1) TOPIC: Women's Issues at West Point

a. CONCLUSION. At the July 1987 meeting the Board made a number of informal recommendations regarding women at West Point and referred those issues to the 1988 Board. The Superintendent had an opportunity to address the recommendations in session and all but one of the recommendations were adopted. The recommendation that was not adopted was suspended to give the Superintendent's office a chance to "reorganize" and it was requested that the recommendation be responded to at a later date.

Subsequent to the July meeting, Ms. Caldera took the opportunity to visit with women at West Point, both staff and cadets, in order to determine to what extent the recommendations had been implemented at the Academy. Those findings were presented to the Board at the December 1988 meeting, and the resulting recommendations are set forth below.

b. CONCLUSION: Through Ms. Caldera, the Board received detailed information concerning the Corbin Seminar, a support organization for women cadets. The Seminar has seen increased activity since the Board's initial recommendation in July 1987. Although two beneficial seminars have been held,

problems still exist. The officer currently in charge of the Corbin Seminar is a man -- which may be of questionable effectiveness for an organization established by women to support women. Further, some of the female officers indicated they had not been given notice or informed of Corbin events. The female cadets, particularly plebes, indicated great interest but said that with their current schedules it was difficult to attend the seminars.

RECOMMENDATION: The Superintendent should give serious consideration to the assignment of a female officer in charge of the Corbin Seminar. In addition, the selection process should be designed to insure the appointment of an interested and motivated female officer.

c. CONCLUSION: The Board perceives a consensus among women cadets and staff that the prevailing attitude at West Point is that combat arms is still the only important role a soldier can have during wartime. Comments were made that an excessively warrior-like attitude is inappropriate in view of the fact that 60% of wartime roles are non-combat. Women staff and cadets reported feeling alienated by this mentality and some felt that it was a less than subtle form of discrimination.

RECOMMENDATION: The Academy's senior leadership should increase significantly the emphasis on the importance of Combat Support and Combat Service Support as a part of the Total Army. The staff must be sensitized to the need not to denigrate the role of the Combat Support and Combat Service Support units in their instruction and training at West Point. It is important that balance be maintained in this area in order for the cadets to make proper career choices.

d. CONCLUSION: Although there is a good deal said regarding efforts to recruit senior women officers at West Point, there is little evidence that there has been sufficient progress in this area. To date, the only female Lieutenant Colonels on post are part of the medical and dental staff. The only female Lieutenant Colonel visible to cadets on a regular basis was a permanent associate professor who left the Academy in August 1988.

As of September 1988, only 8.7% of the officer personnel were women (approximately 74 out of 842). And of the 74 women, only 44 actually held positions which would give them daily contact with cadets (5 on the USMA staff, 31 assigned to the Dean, and 8 to the U.S. Corps of Cadets). Of the remaining 30 women, all but 5 were in the traditional medical and dental fields and thus had only limited contact with cadets.

Officers in charge of recruitment at West Point told the Board that high ranking women officers are at such a premium in the Army that it is difficult to attract them to the Academy. Women officers both at West Point and outside the

Academy indicated this was indeed the case. However, the women felt strongly that if the Department of the Army was encouraged by senior West Point staff to view the assignment of senior women at West Point as an important goal, the problem would be greatly mitigated.

RECOMMENDATION: That the recruitment of senior women be given top priority at the Academy.

e. CONCLUSION: The United States Military Academy should take stronger measures to discourage stereotyping and insensitive behavior which creates a hostile environment for women cadets. LTG Palmer addressed this issue in a speech given to the faculty and staff in April 1988. In unequivocal language, LTG Palmer cautioned, "there is no room at West Point for anyone of any grade or any gender who cannot operate personally and professionally according to our expectations." LTG Palmer was referring to those officers who showed negative attitudes toward women at West Point. LTG Palmer informed those officers and staff that their behavior directly encouraged negative cadet attitudes and actions toward women.

RECOMMENDATION: The Board praises LTG Palmer for his outstanding leadership in this area. By his personal willingness to candidly address the problem last spring he made great strides for women at the Academy. LTG Palmer and senior staff and faculty are encouraged to continue to identify discriminatory behavior at West Point, and take necessary measures to eliminate it.

f. CONCLUSION: The Board has been advised that the existing chain of command and support activities may not be adequate to respond effectively to the needs of women cadets. In particular, the Board perceives the need for a means of dealing with women's issues of a particularly sensitive nature beyond so-called "safe" subjects. There is, for example, a belief among some women cadets that complaints and concerns about unusually sensitive matters can not be handled without fear of reprisal or embarrassment, and a belief that the existing structure fails to respond adequately to these problems.

RECOMMENDATION: A senior woman officer should be assigned to the Superintendent's staff with the recognized responsibility and authority to monitor matters affecting women and serve as a point of contact for women cadets on sensitive matters.

(2) TOPIC: Fourth Class System and Disciplinary System

CONCLUSION: The Fourth Class System is designed to integrate new cadets into the Corps of Cadets and instill in them the attributes essential to character development. The

Disciplinary System is designed to inculcate in all cadets the proper respect for discipline and tradition necessary for the proper organization of the Corps of Cadets and the Army.

RECOMMENDATION: The Board agrees with the Moore Report (see Appendix 3) that the Academy's Fourth Class System and Disciplinary System effectively accomplish the goals of transitioning the new cadets into the Corps and the Board hereby approves and accepts the Moore Report findings.

(3) TOPIC: Leader Development Initiatives.

CONCLUSION: The Board notes that the Superintendent has recently restructured the Military/Physical dimensions of Cadet Leader Development. The creation of the Brigade Tactical Officer, the expanded cadet roles in Cadet Basic Training and Cadet Field Training, the restructuring of cadet rank and the revisions to the cadet company should combine to have a significant effect on the Corps of Cadets. Further, the separate living quarters and increased privileges for the First Class as well as other actions to expand the self-discipline roles for the First Class should enhance the cadet's ability to more effectively transition from leaders of other cadets to leaders of soldiers following graduation. These changes will need some time to be fully absorbed by the Corps of Cadets. Experience with this new system should demonstrate its value and any problems that need correcting should emerge by the summer of 1989.

RECOMMENDATION: The Board requests a briefing at the next Summer Meeting on the costs and benefits of these shifts in the Cadet Leader Development Program.

(4) TOPIC: West Point Admissions Criteria

a. CONCLUSION: The Board received a briefing on the admission process, with particular emphasis on the criteria applied by the Academy in selecting new cadets from an increasingly large pool of qualified applicants. The Board noted with approval that the Academy relies on a "whole candidate" concept, which emphasizes extra-curricular activities, athletic participation and faculty appraisals, in addition to academic performance and physical aptitude, for the purpose of identifying high leadership potential. The Board concluded that the standards utilized by the Admissions Committee are effectively designed and implemented and combine to identify well-rounded candidates.

b. CONCLUSION: The Board noted that Members of Congress increasingly rely on nomination methods which involve submitting a slate of ten nominees for each vacancy. However, with respect to nomination methods, the relevant statute (Section 4342 of Title 10, United States Code) does not accurately reflect this practice. In that regard, the statute specifically identifies one method (one principal nominee with nine ranked

alternates), but makes no reference to other methods. A second method, which is used by approximately 70% of all Members of Congress (according to a recent survey), involves the competitive nomination of a slate of ten unranked candidates. A third method involves the nomination of a principal nominee with nine unranked (or competing) alternates.

RECOMMENDATION: Section 4342 of Title 10, United States Code should be amended to refer specifically to all three permitted nomination methods. The Board recommends that the Department of the Army should submit legislation to that end.

(5) TOPIC: Values of West Point Graduates

CONCLUSION: The Board asked for a review of existing survey data of the attitudes of West Point graduates, as contrasted with other groups. The data presented by LTC Toffler was well compiled and analyzed. This presentation demonstrates to the Board that the cadets and the officers at the Academy share a common belief in core American values. Further, cadets hold true the values of patriotism and the acceptance of authority even more strongly than other groups. The data also permits the inference that the core values of Duty, Honor, and Country have been instilled throughout the United States Army and particularly in its Officer Corps. This suggests that the Academy has become the wellspring of the Army Officer Corps' Professional Ethic. The Academy has great potential for fulfilling the same role within the Total Army. The Board hopes the questions raised by the presentation are the subject of further analysis and discussion.

RECOMMENDATION: The United States Military Academy should continue to analyze the data developed for this report for presentation to the Board next year.

(6) TOPIC: Future Facilities

CONCLUSION: The Board of Visitors has expressed on-going interest in the strategic planning for facilities at West Point. The Board received a briefing on "Phase One of The 2002 Plan, a Planning Road Map to the Third Century of the United States Military Academy." This plan provides guidance for the entire West Point community. The plan discusses the mission, purpose, experience, and environment at West Point. These subjects are discussed as key elements that will contribute to the development of goals, objectives, and programs for the five year plans of 1992, 1997, and 2002. The Board is impressed with the work that has been accomplished in the strategic planning area and urges the Superintendent to continue his efforts. After careful review, the Board fully supports the plan and the planning cycle as proposed by the Superintendent.

RECOMMENDATION: That the Superintendent continue to develop the strategic plan for the United States Military

Academy's Third Century , "2002 - A Road Map to Our Third Century," and keep the Board of Visitors fully informed of its content.

(7) TOPIC: Adequacy of Funding Levels for Capital Investment and Maintenance and Repair.

CONCLUSION: The Board is concerned that the funding for capital investment and maintenance of existing facilities needs special consideration if the Academy is expected to continue to perform its mission in an environment that is safe and conducive to learning. For over two years the Board has monitored the allocations of resources in these critical areas and has concluded that they were inadequate to the point that unsafe and hazardous conditions have not been corrected and could pose serious health hazards to the cadets. The backlog of maintenance and repair (\$25,000,000) is increasing by leaps and bounds and the \$1,000,000 available for maintenance and repair permits only stop-gap measures. It is the Board's view that it is in the best interest of the Nation, the Army, and West Point to immediately allocate sufficient resources to eliminate the backlog of maintenance and to return the Academy to a well-maintained, safe environment.

The planning for new facilities at West Point is being accomplished in a very professional manner and is consistent with the Master as well as Long-Range Strategic Plans. The Superintendent needs the support of all concerned in order to develop the physical plant at West Point in accordance with previous approved plans. The Board notes that due to disruption in the budget process, West Point has no Military Construction, Army (MCA) authorizations for FY92. Throughout these discussions the Board kept in mind the historic nature of the buildings at West Point.

RECOMMENDATION: The Board recommends that funds be made available immediately to correct the backlog of maintenance and repair needed to meet the local, state and federal safety and environmental standards. Additionally, the Board recommends that MCA funding be approved to execute the Master and Strategic Plans for USMA.

1988 USMA BOARD OF VISITORS



WILLIAM D. MOUNGER
Chairman
USMA Board of Visitors



MARTA T. CALDERA
Businesswoman
Los Angeles, California



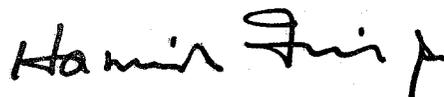
MICHAEL J. BAYER
Government Relations Executive
Washington, DC



GEORGE E. PRICE
Brigadier General, Retired
Columbia, Maryland



MICHAEL W. GREBE
Attorney
Mequon, Wisconsin



HAMILTON FISH, JR.
United States House
of Representatives

SUMMARY OF ACTIONS TAKEN IN RESPONSE TO 1987 RECOMMENDATIONS OF THE BOARD. As of December 5, 1988.

a. Title and Date of Report: United States Military Academy Report of the Board of Visitors, December 31, 1987.

b. Name of Advisory Committee: Board of Visitors, United States Military Academy.

c. Recommendations and Academy Response. During the past year, the following actions were taken in response to the 1987 recommendations:

TOPIC: Long-Range Planning

RECOMMENDATION: The Academy should continue to refine its 2002 project and the Board of Visitors should continue to be helpful and analytical pertaining to this project. In particular, the Board concurs that additional efforts should be undertaken, preferably by the Association of Graduates, to develop the concept for establishment of an Institute for American Leadership. While the concept is obviously in a very preliminary stage, it deserves further review. The Board requests a report on this subject during its meeting in 1988.

USMA RESPONSE: As recommended, the strategic planning project at USMA was further refined during 1988, leading to the publication in March of a pamphlet entitled, 2002: A Roadmap to Our Third Century. Taking advantage of the need to prepare for a decennial accreditation visit in 1990, by USMA's accrediting board, the Academy proceeded to the next stage of planning, a comprehensive institutional self-study in which the 2002 pamphlet is serving as the strategic guidance for all further planning. The accreditation self-study -- scheduled for completion in the spring of 1989 -- will develop institutional and program goals and objectives to guide the Academy into the future. The tentative discussions of a private leader institute at West Point have proceeded. The Superintendent, Lieutenant General Palmer, passed all further action to the Association of Graduates, USMA (AOG). The AOG's Board of Trustees has formed a subcommittee which is conducting further studies of the concept.

TOPIC: Cadet Pay

RECOMMENDATIONS:

(1) The Superintendent of the United States Military Academy should include on the agenda of the next meeting of the Superintendents of the service academies a request to discuss and develop a recommendation for the Secretary of Defense on appropriate levels of cadet pay.

(2) The Secretary of Defense should submit legislation to reconnect the pay of cadets to the military pay compensation system so that future cost of living adjustments granted to the services will be automatically reflected in cadet pay.

USMA RESPONSE: This issue was discussed at the 1988 meeting of the Superintendents of the service academies. All voiced support for the initiative. The Navy submitted the initiative to Department of Defense, which included the issue in its Legislative Contingency Plan. The Board of Visitors was presented an update briefing on this action at the July 1988 meeting. Subsequent to this, DoD submitted the Legislative Contingency Plan to the services for comment. At that time, the Principal Deputy to the Assistant Secretary of the Army for Manpower and Reserve Affairs withheld Department of the Army support and recommended that the issue be dropped from the DOD Legislative Contingency Plan. Following this, USMA was asked by the Army Deputy Chief of Staff for Personnel and by the Superintendent of the Naval Academy if USMA still supported the initiative. Responses to both reiterated USMA's support.

TOPIC: Career Path of TACs

RECOMMENDATION: The Board requests a report on the status of the Superintendent's proposed tactical officer education alternative during its meetings next year.

USMA RESPONSE: A briefing on the Fellowship in Leader Development (TAC graduate degree program) was on the agenda for the 5-7 December 1988 meeting of the Board. In addition, Board members had the opportunity to attend class with the fellows.

SUMMARIZED MINUTES
1988 BOARD OF VISITORS
ORGANIZATIONAL MEETING
MAY 9, 1988
WASHINGTON, DC

1. MEETING CONVENED AND AGENDA ADOPTED. The organizational meeting of the 1988 USMA Board of Visitors convened in the Senate Russell Office Building, Washington, D.C., at 9:00 AM on May 9, 1988. In preliminary remarks, the Executive Secretary, Colonel Larry Donnithorne, noted the presence of the following attendees: Acting Chairman, Mr. William Mounger, Ms. Marta Caldera, Mr. Michael Bayer, Mr. Michael Grebe, Brigadier General (Retired) George Price, Congressman Hamilton Fish, Congressman Owen Pickett, Lieutenant General Dave R. Palmer, Captain Mike Scaparotti, Major Greg Stone, Lieutenant Colonel Joe Austin and Mr. Bill Blauvelt. Colonel Donnithorne suggested as the first order of business adoption of the proposed agenda (enclosed).

2. ELECTION OF OFFICERS. Mr. Mounger welcomed attendees and moved to consideration of the first order of business on the agenda, the election of the officers of the Board. Mr. Mounger was elected chairman and Mr. Pickett vice chairman. Mr. Mounger then appointed as members of the executive committee, in addition to the chairman and vice chairman, Senator Moynihan, Congressmen Fish and Lowery, Mr. Bayer, and Ms. Caldera.

3. SUPERINTENDENT'S REMARKS. The chairman called upon the Superintendent for his remarks. General Palmer congratulated the new officers of the Board, noting the commendable service already rendered by these members in past years. He commented on several papers that had been given to each of the members: the 2002 Strategic Plan; the Price, Cost, Worth of West Point; quote of Congressman Solarz from the Congressional Record; and, last, a memorandum from Mr. Robert Kaufman, a former member of the Board of Visitors. (See Enclosure 2 for copies of these handouts.)

General Palmer mentioned several initiatives that are underway at USMA, noting that these provide the Board a fertile field of topics to pursue in its deliberations. Among them, he mentioned the Blue Ribbon Panel that reviewed the Academy's admissions process, the improvements in the honor system, facilities long-range planning, and the integration of women.

In the course of the meeting, Mr. Mounger noted that the Board was joined by Congressman Lowery at 9:30 AM and by Mr. Milton Hamilton, Assistant to the Secretary of the Army, at 10:45 AM. In addition, Senators Nickles and Shelby joined the Board during a break from 11:15 AM until 11:30 AM.

Appendix II

4. CASE OF MR. EDWARDS. Mr. Mounger asked the Superintendent if he would comment on the case of Mr. Edwards. General Palmer said that Mr. Edwards was a former cadet who had excelled in academics but not in some other areas of cadet life--physical development and leader development. He seemed to be something of a loner who did not get along well with his classmates and wanted to do little else but academic work. He had been dismissed from USMA for lack of development in those other areas, though he subsequently told the news media that the reason for his dismissal was his refusal to "haze" plebes. That allegation received widespread attention from the media.

In response to the concern in Congress over Mr. Edwards' allegations, the Secretary of the Army appointed General (Retired) Roscoe Robinson to review the case. He spent three days at USMA and concluded that the institution had done all that could be expected to develop Mr. Edwards in the areas of his poor performance and that the Academy's actions were justified. Based on that recommendation, the Secretary completed the final action to separate Mr. Edwards from the Academy.

In addition, the Secretary appointed a three-officer board to accomplish a broad review of the disciplinary system and Fourth Class system. That board's report has not been released, and the Superintendent was not able to comment beyond saying that the report has a generally positive conclusion. General Palmer noted further that the staff of the TV program, "60 Minutes," looked into the Edwards case as well and could not find a story, though they did ask to come back and do an upbeat story on the leadership development process at West Point. They have already begun some filming and will return to follow the course of summer training of the plebes.

5. BRIEFING ON THE HONOR CODE AND SYSTEM. The Board was addressed by Major Gregory Stone, the Special Assistant to the Commandant for Honor, on the subject of the Honor Code and the System by which it is administered and enforced. Major Stone addressed the nature of his duties, the contents of the Honor Code, the content of the lessons included in the Honor Education Program, the duties of the Cadet Honor Committee, the process of identifying and investigating potential honor violations, and, last, annual statistics on the actions occurring under the Honor System.

6. SCHEDULE OF BOARD MEETINGS FOR 1988. The Board considered dates in both the summer and the fall in which to conduct official visits to West Point. The Board concluded that the summer meeting would be scheduled for the period July 14-16, 1988; and the fall meeting, December 5-7, 1988 (arrival on the 4th of December).

7. AREAS OF INTEREST FOR THE 1988 BOARD. Mr. Mounger asked for discussion of areas of interest to be considered by the

Board. He suggested that the Board would want to resume discussion of the integration of women at USMA, begun the previous year. Ms. Caldera said that she would continue her fact-finding after the summer meeting and then report to the Board at the fall meeting.

Mr. Fish asked for a report on the Department of Army's inspection of the West Point Child Care Center. Mr. Mounger mentioned the Fourth Class System as a topic. General Price suggested followup discussion of upward mobility of officers assigned to West Point. General Palmer mentioned the new pilot graduate school for tactical officers as a topic. Mr. Grebe noted that the 1988 Board of Visitors report asked for followup reports during 1988 on several subjects to include the graduate school, the 2002 project, the taxation support of the local school district, and the leadership institute.

Mr. Bayer suggested three topics: (1) study of the adequacy of the capital investment support of the institution, (2) the attitudes of West Point graduates contrasted with the general stock of soldiers they lead and with officers from other commissioning sources, and (3) a discussion to determine when it may be appropriate to employ the Board of Visitors to investigate issues (such as the Edwards case) that arise during the course of the year. Mr. Grebe suggested study of the criteria or standards employed by USMA to select from its large applicant pool. Mr. Pickett mentioned his interest in discussion of the subjects of hazing and student suicide. He also asked for an update briefing on the revised Academy schedule. Mr. Mounger thanked the Board for their suggestions and determined that he and the Executive Secretary would jointly narrow the list of topics to a manageable size.

8. ADJOURNMENT AND LUNCH. Mr. Mounger thanked the members for the opportunity to serve as their chairman and for their participation in the work of the Board. Having no further business to be considered, he adjourned the meeting at 12:15 PM. The Board then joined together for an informal buffet lunch served in the meeting room.


LARRY R. DONNITHORNE
Colonel, Corps of Engineers
Executive Secretary
USMA Board of Visitors


WILLIAM D. MOUNGER
Chairman
1988 USMA Board of Visitors

Enclosures

AGENDA
USMA BOARD OF VISITORS
9:00 AM, MONDAY, MAY 9, 1988
Room 189, Senate Russell Building

Administrative Remarks and Introduction of Members	Executive Secretary
Opening Comments and Introduction of Agenda	Interim Chairman
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Enclosure 1 of Appendix II

Price/Cost/Worth of West Point

Introduction

In response to the inquiries of USMA's 1987 Board of Visitors, the Academy undertook a study of the price, cost, and worth of West Point. The results of the study—which were both interesting and, in some ways, surprising—were briefed to the Board of Visitors and then incorporated into a study summary. That summary was distributed to a few USMA graduates and others whom we thought would be particularly interested. It has gained considerable attention, resulting in some recipients duplicating and distributing the summary further and a lead article in the Army Times. Because of the interest generated by the study, it seems appropriate to make the summary available to a wider audience of persons interested in West Point, and so it is reprinted below.

The reader should note from the beginning that the study was intentionally limited to comparisons that could be made in quantitative terms, avoiding the difficulty of dealing with subjective bases of comparison. It is acknowledged, nevertheless, that those subjective elements may be far more important than the ones which can be quantified.

—Colonel Larry R. Donnithorne

Price/Cost/Worth of West Point A Study Summary

From time to time, over the years, the United States Military Academy (USMA) has been challenged as "too costly." The Academy's response is then usually perceived as defensive and is therefore not totally accepted, leaving the issue alive to arise again. Taking advantage of a period when no one was leveling the charge, Academy officials initiated a study of the price, cost, and worth of West Point in order to determine, in calm reflection, what the facts were. The results were startling. They should serve to preempt the hoary challenge by having the response already in place the next time it surfaces, and help take a step toward correcting the inaccurate "common knowledge."

1. Background.

As a nation, we have historically placed high value on education, recognizing it as an essential ingredient to the continuance of a democracy. Because of that high value, we have chosen to subsidize the cost of education at all levels, in higher education as well as elementary and secondary. A result of that subsidization is that the "cost" and the

We find, when comparing cost to cost and price to price—not price to cost—that West Point is no more expensive than other competitive, comprehensive colleges.

"price" of higher education in America are quite different. The cost is the dollar value of the real resources that are consumed in operating a college, while the price is the dollar amount paid by students to acquire a college education.

Indeed, misunderstanding of the distinction between price and cost was highlighted by the recent "National Task Force on Higher Education and the Public Interest" as a public interest issue of great concern. The Task Force said, "Few among the general public or opinion leaders outside higher education . . . understand the distinction between price (what students are charged as tuition or fees) and cost (the actual expenses to an institution for research, public service, and instruction)."¹

In America, the price of higher education is only a part of the total cost. Students in this country seldom pay the full cost; instead, the large difference between the cost and the price is paid from the revenue received from endowments in private colleges or from tax revenue in the case of state-supported colleges.

The difference between cost and price is significant for West Point as well. Unwary observers—or very aware demagogues—may compare the "cost" of West Point to the "price" of other colleges, concluding incorrectly that West Point is vastly more expensive. For example, the cost of a four-year education at West Point is about \$191,000. At a highly-selective, comprehensive (engineering, sciences, and humanities) undergraduate college one can expect to pay from around \$5,000 per year in some state-supported colleges to about \$20,000 per year in private colleges, making the price of a four-year education somewhere from \$20,000 to \$80,000. Anyone inaptly comparing price to cost—\$20,000 versus \$191,000—is fostering a misunderstanding. We find, when comparing cost to cost and price to price—not price to cost—that West Point is no more expensive than other competitive, comprehensive colleges.

2. Price-To-Price.

Because students at West Point are on a full scholarship and are not (normally)

charged a price for their education, it is difficult to set a "price" that compares directly with what a student might pay at some other college. It is noteworthy, however, that two situations arise in the law whereupon a West Point student may have to pay for his or her education: (1) foreign students and (2) graduates who fail to complete their obligated service. In these situations, the payment required by law is about \$20,000 per year, very similar to the "price" of the nation's prestigious private universities such as Harvard and Stanford.

3. Cost-To-Cost.

A comparison on the basis of cost-to-cost is straightforward, and it can be shown in both logic and data that West Point is no more costly than comparable colleges. Since the educational process at West Point is comparable to that of the selective, comprehensive colleges, it is reasonable to suggest that the total dollar value of faculty salaries, laboratories for chemistry and engineering, computer networks, classroom upkeep, and the other resources needed to educate 4,500 students in humanities, sciences, and engineering is about the same. It does not matter whether the process is carried on at West Point or Boston, Berkeley or South Bend—logically, the big numbers must add up to roughly the same total.

The data says the big numbers do, indeed, add up. The total annual cost of

The cost to the nation (that is the dollar value of all resources consumed) for educating young persons for commissioning as Second Lieutenants is nearly the same for either USMA or ROTC.

higher education in America divided by the total annual number of graduates is about \$117K. The same figure for West Point, as stated earlier, is about \$191K. Keep in mind that the figure of \$117K is the average cost of all colleges, including the lower cost, limited-offerings institutions as well as those more costly selective, comprehensive colleges to which West Point compares.

4. USMA and ROTC.

The Army's interest in educating young persons for commissioning as second lieutenants is accomplished through two pre-commissioning education programs—USMA and ROTC. The distinc-

ASSEMBLY

tion between the price and the cost of education has sometimes been misunderstood even within the Army in comparisons of West Point and ROTC. The cost to the nation (that is the dollar value of all resources consumed) for educating young persons for commissioning as second lieutenants is nearly the same for either USMA or ROTC. The cost per graduate for USMA is \$191,000 and for ROTC \$183,000.² This conclusion also logically follows from the point made previously about the costs of education. When the full costs of education are included, the big numbers must add up, whether the education is via ROTC at South Bend or USMA at West Point. And they do.

5. The Worth.

Having considered to this point the price and cost of West Point, one still must investigate the only question that truly matters: is the Academy worth the cost? What is the Army's return for its money? In the phraseology of efficiency, "How cost-effective are the Army's expenditures?" In order to answer such questions, one must first ask, "How cost-effective is West Point in comparison to what?" A reference point for comparison is needed. This study compares West Point to ROTC. In doing so, the sole objective is to affirm the nation's need for both a strong program at USMA and a strong ROTC program.

The cost effectiveness of USMA and ROTC in meeting the Army's needs may be evaluated in myriad ways, no one of which will stand as an absolute. One relatively neutral approach is to compare man-years of service returned to the Army by graduates of each source. Within the Army Officer Inventory database, one may find the number of officers by branch serving in their first year of service and in each of the later years of service and higher grades. Based on the number of officers in the Army by year of service, one can calculate the retention rates and flow rates of officers through the Army. For example, in 1987, of those USMA graduates reaching the end of their 6th year of service, 74% of those

West Point and ROTC each serve the nation in different but important ways.

commissioned are still in the Army. Of the ROTC graduates reaching the end of their 6th year of service, 56% are still in the Army. In the 20th year of service, 36% of USMA are still in the Army and 25% of ROTC.

From here one can begin to compare the productive years of service one obtains from each commissioning source per officer graduate and the relative rates

of return, or cost effectiveness. The answer depends on the year at which one calculates. At the 6th year, the USMA graduate on average provides 13-14% more man-years service than ROTC; while at year 30, the USMA graduate provides 26% more man-years, calculated using the latest retention rates, those of FY86 and 87. Since the cost per graduate of USMA is only 4% greater than ROTC but the acquired man-years are 26% greater, USMA appears to be cost-effective to the nation. This conclusion holds without any effort to differentiate the output of the two sources.

Still, it is noteworthy that the output of the two sources of commissioning is different. One important difference is in the entry of technically qualified officers into the combat arms. Of the 974,000 college graduates in the United States in 1987, about 17% obtained degrees in engineering and 3% in physical sciences. The Army recognizes its need for technically capable officers in the future and has set a goal of having a technical background in at least 40% of the officers in the grade of lieutenant colonel at the 19th year of service. One-half of the USMA class of 1987 completed studies in engineering or physical sciences. Of the 201 members of that class who went into the field artillery, for example, 56 were engineers and 19 physical scientists. Of the 3,023 ROTC active duty officers commissioned in 1987, 355 went into the field artillery, of whom 17 had engineering degrees and 30 had physical science degrees. The engineers from ROTC go primarily into the Signal Corps and the Corps of Engineers, not the combat arms. Therefore, of the officers entering the field artillery (and this is true of the other branches) with technical backgrounds in 1987, a larger absolute number and a much larger percentage came from USMA. This point, combined with earlier conclusions regarding retention rates, enables one to glimpse the future.

Projecting mathematically using the 1987 retention rates linked to commissioning sources and types of degrees, one can get an idea of the mix of lieutenant colonels by background who will be in the Army in the year 2006, when the 1987 cohort of new officers will reach the 19th year of service. That is the point in Army career patterns when 75% of the officers will be serving in their secondary specialties (many of which require technical backgrounds). The conclusion of such a projection is that more of the Army's lieutenant colonels having both combat arms experience and a technical background in 2006 will have come from USMA than ROTC.

At least one measure of the inputs to the two sources is available for comparison. Of the 3,023 ROTC officers receiving active duty commissions in 1987,

1718 had scholarships and 1305 did not. For those ROTC cadets who were rank-ordered by the Army for consideration for active duty commissions (probably a select group from the total ROTC graduate population for that year), the mean SAT score was 1030 (for the total of both verbal and math). The mean SAT score for USMA graduates for 1987 was 1210. West Pointers are typically compared to the ROTC 4-year scholarship winners who had mean SAT scores of 1177; however, of the 3,023 ROTC active duty commissions, only 550 (or 18%) had 4-year scholarships, and most of them did not major in engineering or sciences.

Based on these indicators, one may conclude that the two commissioning sources are quite different. West Point and ROTC each serve the nation in different but important ways. West Point is the only pre-commissioning education source totally responsive to the Army's needs irrespective of national mood or sentiment. Moreover, it serves as the standard-bearer for the professional officer corps and a preserver of traditional values for the nation. ROTC provides a different but equally valid pre-commissioning education experience and produces officers who enter not only the Army but also the vital Reserve Components. Indeed, it is toward this latter mission they they are primarily aimed at present.

At the conclusion of the USMA study of price, cost, and worth of West Point, the 1987 Board of Visitors was briefed on the study in considerable detail. In re-

"West Point actually is a bargain for the Army and the Nation." 1987 Board of Visitors

sponse, they concluded as follows:

Considering the full costs of education, the costs to the nation of educating West Point students are approximately the same as those for educating ROTC students. When the benefits derived by the nation are considered as well (the greater proportion of Military Academy graduates commissioned in the combat branches, the greater number of officers with academic backgrounds in engineering and physical sciences commissioned in combat branches, the higher retention rates and longer years of service, and the general quality and dedication of Military Academy graduates), West Point actually is a bargain for the Army and the Nation.³

6. Summary.

The conclusions to be drawn from the study of the price, cost, and worth of West Point include the following:

(1) Monetary comparisons of West Point with other colleges—in order to be

valid—must be based upon comparisons of cost to cost and price to price, not cost to price. When costs are compared, West Point is no more costly than those other selective, comprehensive undergraduate colleges which it most closely resembles. The same is true of price.

(2) The cost to the nation of educating a young person for commissioning in the Army through ROTC and USMA is nearly the same (about a 4% difference).

(3) Using a measure of man-years of service rendered to the Army combined with dollar cost to the nation, West Point appears to be very cost-effective. In the words of the 1987 Board of Visitors, "West Point actually is a bargain for the Army and the nation."

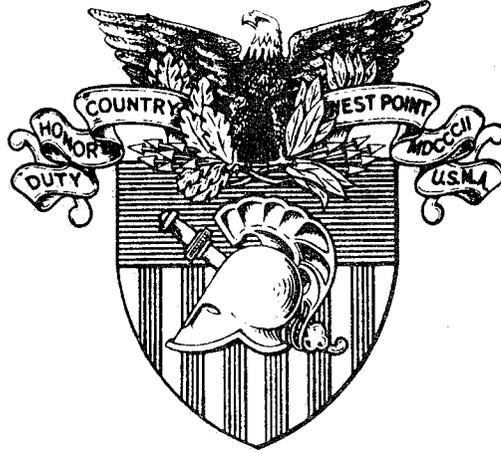
(4) West Point and ROTC are both justified by the different ways in which each serves the needs of the Army and the nation. We need both to meet our mission of serving the common defense.

(Note: The primary researcher for the price/cost/worth study was LTC Tom Fagan, Director of the Office of Economic and Manpower Analysis, Department of Social Sciences, USMA. The study summary was written by COL Larry Donnithorne, office of Leader Development Integration, USMA.)

¹"Special Advisory for College and University Presidents: National Task Force on Higher Education and the Public Interest" by the Council for Advancement and Support of Education (CASE), Suite 400, 11 Dupont Circle, Washington, D.C. 20036-1207, June 1988, pp. 2, 6-7.

²This cost is calculated as follows: The cost per graduate of running a college, without tuition in the figure, is \$103,000. For ROTC, the Army pays tuition (\$14,000) plus other ROTC overhead costs (\$66,000) constituting a total of \$183,000 per graduate.

³Report of the 1987 United States Military Academy Board of Visitors, December 31, 1987, pp. 6-7.



2002

A ROAD MAP TO OUR THIRD CENTURY

**UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK**

Enclosure 2-2 of Appendix II

The proponent for the 2002 Strategic Plan is the Special Assistant for Strategic Planning, Office of the Superintendent, United States Military Academy, West Point, New York. The plan is a living document; it will be reviewed and revised as appropriate at least every two years. Comments and recommendations for revision are invited and should be sent to the above office.



OFFICE OF THE SUPERINTENDENT
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996-5000

March 1988

Shortly after the turn of the century, John Dewey posed a question in his book, *How We Think*, that has challenged us ever since: How can an educational institution continually renew itself through regenerative creativity, and, at the same time, maintain the stability required for its own longevity?

To remain unchanging in a changing world risks decay from irrelevance; to chase every whim blowing in risks erosion from irresoluteness. Our imperative is to find the balance, to create a framework for both creativity and stability. The United States Military Academy must work to harness change, it must have the vision to get ahead of events. It must also have a foundation from which to withstand the winds of whimsy and fad. The key to both is the 2002 strategic plan--a roadmap to our third century.

This roadmap has been drawn painstakingly for over a year. The process involved individuals outside the institution and within, individuals outside the military as well as within. The net was spread widely, and the results reflect the quality contribution of those who participated. All were engaged in assessing the traditional strengths of West Point and the ways in which these strengths can be brought to bear upon satisfying anticipated leadership needs of the Army of the 21st Century.

This strategic plan for the Military Academy provides general guidance and direction for all subordinate levels of planning at USMA. It will guide the development of specific goals, objectives, and programs for the Military Academy. It is the touchstone against which every initiative or activity will be measured.

A handwritten signature in black ink, appearing to read "Dave R. Palmer".

Dave R. Palmer
Lieutenant General, U.S. Army
Superintendent

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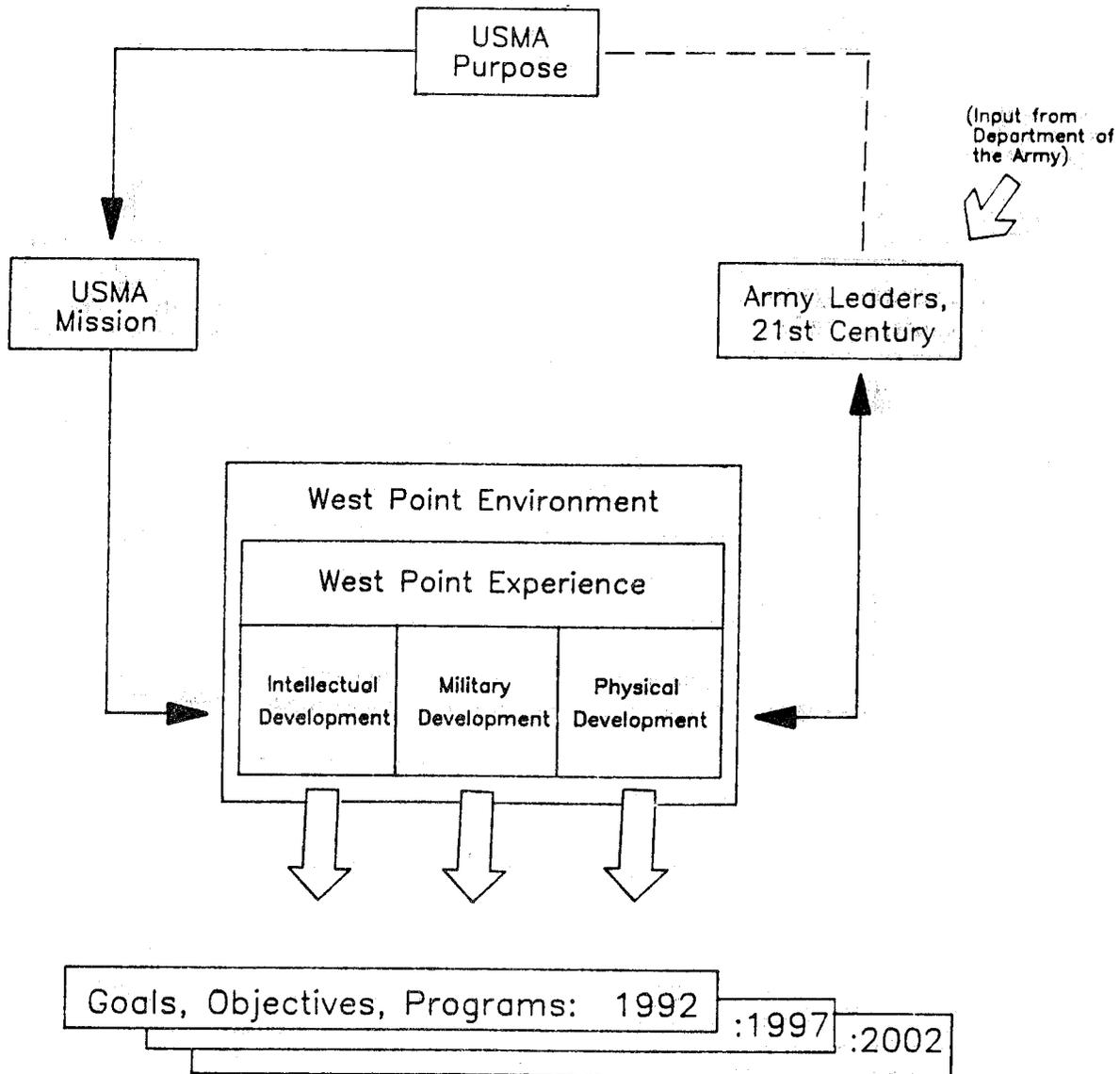
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A GRAPHIC PORTRAYAL OF USMA'S STATEMENT OF STRATEGIC GUIDANCE



(This chart shows the relationship of the nine following papers. Taken together, those nine constitute a statement of institutional strategic guidance. From that statement will flow phased plans to lead the Academy into the 21st Century, to 2002 and beyond.)

The PURPOSE of the United States Military Academy is:

TO PROVIDE THE NATION WITH LEADERS OF CHARACTER
WHO SERVE THE COMMON DEFENSE.

(The purpose statement answers the question, "why?" Why does America have the Military Academy?)

Founded during war, the Army was retained "to provide for the common defence." The nature of the American republic demanded officers with democratic values and unquestioned character. To meet that need, the United States founded the Military Academy in 1802. As the Nation has matured, this need has endured. Our military leaders must be exemplars of the values that frame the Nation. The Military Academy must be the wellspring of those values and its graduates must be leaders who adhere to the highest standards. Their character, the embodiment of virtue and personal excellence, must place them above the common level of life and lead them always to choose the harder right over the easier wrong. As leaders of character, they depart West Point with a strong sense of DUTY and a deeply ingrained code of HONOR, inspired to serve their COUNTRY -- in its common defense, in peace and war, in whatever capacity the Nation needs.

NOTE: EVERY SUCCEEDING STATEMENT, EVERY SEPARATE PART OF THIS PACKET OF STRATEGIC GUIDANCE, IS AIMED SOLELY AT THIS SINGULAR PURPOSE. LEADER DEVELOPMENT IS THE MILITARY ACADEMY'S SINE QUA NON. IT BEARS REPEATING THAT NOT MERELY LEADERS ARE WE TO PROVIDE, BUT LEADERS OF CHARACTER.

THE WEST POINT EXPERIENCE

The West Point experience is the process which transforms cadets into leaders for a lifetime. The very essence of the Military Academy's uniqueness, this experience is one of continuous and progressive challenge. It starts on the cadet's first day with a solemn oath to support the Constitution. Four years later a second oath marks the end of the process -- the graduate this time swears to support and defend the Constitution.

Transformation from promising new cadet to inspired new leader is a complex and arduous passage. The compass for the journey is the simple but great moral code -- Duty, Honor, Country. This powerful expression of the ethos of the American soldier shapes from the outset the very fiber of those who undergo the West Point experience. The way is marked and measured along three distinct but intertwined developmental roads: intellectual, physical, and military. Each road is required travel for every cadet. That travel, shaped indelibly by the Academy's Spartan life-style and sustaining environment, nurtures the development of character. Omnipresent in the environment are: an abiding emphasis on a moral-ethical code; a structure of discipline; a proud linkage to tradition; and a climate promoting personal growth.

Ultimately this experience, this unique process of forging and strengthening, produces leaders of character and forms an enduring foundation for their dedicated service to country.

The MISSION of the United States Military Academy is:

TO EDUCATE AND TRAIN THE CORPS OF CADETS SO THAT EACH GRADUATE SHALL HAVE THE ATTRIBUTES ESSENTIAL TO PROFESSIONAL GROWTH AS AN OFFICER OF THE REGULAR ARMY, AND TO INSPIRE EACH TO A LIFETIME OF SERVICE TO THE NATION.

(The mission statement answers the question, "what?" What does the Army require the Military Academy to do in order to achieve its purpose?)

The United States Military Academy provides the Corps of Cadets a broad undergraduate education culminating in a bachelor of science degree. At the same time, the Academy educates and trains cadets physically and militarily. Inextricably imbedded in both education and training are ethical development and the molding of character. Immersion in the West Point Experience instills in graduates the foundational attributes of leadership.

West Point also motivates graduates toward a commitment to serve the nation. Imbued with the soldierly virtues, graduates are prepared for continued and progressive growth in the profession of arms. Starting as lieutenants, they will advance as far as their talents and the needs of the service take them. Their education to selfless service, even beyond the time in uniform, is both a national need and an historical expectation.

THE WEST POINT ENVIRONMENT

West Point provides a special environment to foster the development of leaders. Located on terrain strategically central to the American Revolution, it is hallowed in history. It is also a place of striking natural beauty -- framed by granite mountains, embraced by a fold in the Hudson, marked in Gothic magnificence. Standing sentinel around the Plain, monuments to heroes of America's wars invoke ghostly images of the "Long Gray Line" -- two centuries of graduates whose tradition of valor and service provide the standard by which future leaders will be measured.

Within this stony citadel flourishes a vibrant union of people, ideas, activities, challenges. The Academy is a community of professionals and carefully selected aspirants, all striving toward a common cause, the cause of individual growth, of personal development. Social interaction is spirited, for here are young men and women drawn from all corners of the nation, diverse in their origins but alike in their dedication to excellence and commitment to service. Living and working closely together, motivated to follow and to lead, toughened in the crucible of challenge, cadets experience an expanding social consciousness and deepening sense of camaraderie in the profession of arms.

The Military Academy reflects the military strengths of order, precision, and organization. Living a Spartan life-style, responding to strenuous physical demands, challenged daily to think and act under pressure, given increasing leadership opportunities, cadets develop poise and self-control, pride and self-confidence. Over time, the disciplined and sustaining environment leads them to subordinate personal considerations to a duty to a higher cause, thus inspiring selflessness.

Integrity is the essential and binding theme in the environment. The Honor Code and System are the most evident manifestation of this imperative. With teachers and mentors exemplifying the values inherent in true public service, each cadet's appreciation of these ideals proceeds apace with the development of mind and body. West Point's moral-ethical environment calls from the past the ethos of "Duty, Honor, Country," passing it to those who will be leaders in the future. Encouraging both spiritual inspiration and human understanding, the Academy supports opportunities for religious growth and diverse cultural expressions. The cadet ultimately comes to internalize and practice the moral imperatives of the Cadet Prayer: "...to choose the harder right instead of the easier wrong, and never to be content with a half truth when the whole can be won."

Reflecting the nation's values, steeped in a tradition of selfless and disciplined service, promoting creativity out of challenge, the West Point environment nurtures leaders of character -- young men and women of integrity, commitment, and courage.

ARMY LEADERS OF THE TWENTY-FIRST CENTURY

Leaders of the Army in the Twenty-First Century will be called upon to accomplish missions primarily by influencing people in teams--in organizations. They will lead people and manage resources toward the ultimate goal of winning battles and wars. Successful leaders must: possess strength of character and have an abiding commitment to the values of both the nation and the profession of arms; be well educated in a variety of disciplines; be able to act decisively. They will work in a milieu of rapid change.

They must be men and women of character, imbued with the judgment to know what ought to be done and the courage to do it. Their professional military growth, paced by continuing self-development, will be marked with expanding selflessness, bravery, frankness, competence, farsightedness, and dedication. Self-discipline will progressively strengthen their fitness to lead morally, intellectually, and physically. They must be inspiring leaders -- stimulating enthusiasm, mutual trust, and willing obedience among subordinates. They will be teachers and trainers, with a warrior's focus. Above all, they will need a determined will to win.

The world is evolving more rapidly than in the past. The years ahead will be marked by unprecedented technological complexity. Operating in peace or war, leaders must be able to handle that technology. Accordingly, in order to develop and acquire sophisticated weaponry, they must have a thorough knowledge of the physical world; to employ that weaponry, they must be able to solve problems and make decisions under conditions of uncertainty and ambiguity. However, despite the rapid changes in human circumstances, human nature will change hardly at all. Therefore, leaders must understand human nature and be able to deal with it; they must have a sound historical perspective; they must know how to operate in a cross-cultural setting; and they must be able to communicate effectively. For all these reasons, leaders must be broadly educated in both the physical sciences and the liberal arts.

Leaders must balance the imperative of mission accomplishment with the demand to care for subordinates, and place both before personal welfare. They must treat humans as humans. They must establish and maintain an ethical climate for their organizations. They will need to think clearly, decide wisely, and act decisively under pressure and in a variety of leadership situations. They must demonstrate initiative, creativity, and independent action as part of a larger whole. They will pursue goals vigorously and persistently. While accepting accountability for their own actions, they will encourage freedom of thought and action in subordinates. From all this, they will derive the foundation to dare, to take risks, to operate boldly.

Finally, their world will likely be one of accelerating change -- change so dramatic as to be potentially paralyzing. They must, as the summation of all other attributes, be able at the very least to adapt to such change; at the very best, to shape and direct it.

CONCEPT FOR MILITARY DEVELOPMENT

Military development occurs through education and training which imparts the values of the profession of arms, teaches the basic skills required for commissioning, and provides active leadership experience both within the Corps of Cadets and in Army units.

A key theme of the military development program is the inculcation of the values and ethics of the military profession, starting with the proposition that warfighting is the Army's basic business. Interacting with officers on the staff and faculty, cadets internalize the meaning of duty and honor. They learn to meet and to demand high standards. They learn that officers are accountable--that they are responsible for all that their units do and fail to do. They learn that an officer's word is indeed his or her bond.

During the academic year, cadets study the Army's history, its customs and traditions, and its role in providing for the common defense. They also learn the Army's mission, organization, weapons and tactics. In the summer months, they acquire military skills and have opportunities to lead small military units. They experience the adventure of a military career by participating in activities such as parachute training, tank gunnery, Northern and jungle warfare at Army posts around the world. Cadets experience the challenges of leadership while serving as trainers for soldiers in units in the United States and abroad as well as for other cadets at West Point. During their four years, they assume progressively greater responsibilities for leading the units and activities of the Corps of Cadets. From these opportunities, cadets improve their military skills, gain confidence, and experience the personal satisfaction that comes from seeing the impact of their leadership on the motivation and performance of others.

West Point graduates enter the Army with basic military knowledge and skills and the motivation to continue their professional development through progressive training, formal schooling, and self-study. They are excited about the possibilities of military service and have the values and skills required for exemplary leadership. They accept the challenge of maintaining military readiness to deter war. They are also prepared, if the nation calls, to pay the price of battle.

CONCEPT FOR INTELLECTUAL DEVELOPMENT

Intellectual development is achieved by selecting academically talented students and providing a broad-based and challenging program of academic instruction presented by an accomplished military faculty working in first-rate facilities. Education is a complex, time-consuming, and dynamic process whereby understanding merges with experience to produce wisdom. It provides the foundation for progressive and continued intellectual development.

The goal of a West Point education is to enable its graduates to anticipate and to respond effectively to the uncertainties of a changing technological, social, political, and economic world. This is accomplished with a demanding, broad, basic education in both the arts and sciences. Education in these areas involves not only the acquisition of knowledge but also the development of higher intellectual skills which allow for analysis, problem solving, and decision making on the major issues confronting society, the nation, and the profession of arms.

The academic program is defined less by specific courses than by educational objectives which identify competencies essential for successful development as a professional officer. Cadets develop creativity and intellectual curiosity which insure their continued intellectual growth. They learn quantitative and qualitative methods which allow them to allocate resources, manage the development and acquisition of technologically based systems, and achieve innovative solutions to complex problems. They gain a cultural perspective, become historical minded, and understand the human element in organizations—all imperatives to lead soldiers and exercise military power consistent with American values in a complex national and international environment. To achieve these objectives, the curriculum has a core program in the humanities and social sciences and in the basic and applied sciences. That core is complemented by an elective program providing focused study in a chosen discipline.

Intellectual development is guided by a military faculty selected on the basis of outstanding professional and intellectual qualities. With sound postgraduate education and exemplary service in the Army, faculty members serve as both academic and military role models. Small student-faculty ratios insure close interaction between student and teacher, employment of a wide range of teaching strategies, and active student involvement in the learning process. Good teaching and currency in subject matter are supported by excellent facilities and a carefully tailored research program.

Undergraduate education at West Point provides fundamental knowledge, basic principles, analytical frameworks, and methods of sound reasoning, all fostered in an environment that stimulates and promotes intellectual curiosity and integrity. It provides a solid foundation for continued intellectual growth throughout a lifetime of service to the nation.

CONCEPT FOR PHYSICAL DEVELOPMENT

Physical development provides leaders with physical skills, self-confidence, the warrior spirit, and a commitment to maintain their own physical fitness and that of their soldiers. Physical development encompasses both physical education and athletic programs. Emphasis is on the physical and mental aspects of fitness, teamwork, perseverance, and the will to win.

Cadets are challenged to achieve high standards of strength, agility, speed, and endurance to meet the physical demands encountered in military service. This is achieved through participation in a comprehensive program of formal education, involvement in competitive sports, and constant evaluation. Formal education encompasses instruction and practice of skills in individual and team sports, as well as in combative sports such as boxing and self-defense. Evaluations are frequent, standards are high, testing is emotionally charged and physically demanding. Every cadet is an athlete, participating at the highest level of physical ability in intercollegiate, club, or intramural competition.

The physical development process takes into account the psychological, motivational, and emotional aspects of total body fitness. As a consequence, cadets increase their self-esteem and self-confidence, determination, will to win, courage to take risks, and ability to think and act purposefully under physical and mental stress. These qualities are developed and strengthened as cadets learn how to succeed in competitive, highly demanding physical activities.

Because Army officers are required to maintain the highest standards of physical readiness, individual responsibility for physical fitness is very important. Cadets must independently engage in frequent and rigorous conditioning activities in order to succeed in the USMA physical development program. The habit of self-development, nurtured over the four-year cadet experience, becomes a lifetime value.

INTEGRATION OF MORAL-ETHICAL DEVELOPMENT

Of the thirteen words in West Point's statement of purpose -- to provide the nation with leaders of character who serve the common defense -- one is preeminent. Character. It is not merely leaders we are to provide, but leaders-of-character. Although character is more readily recognized than defined, its importance to the nation is inestimable.

The inculcation of character includes a solid component of moral-ethical development. Every concept paper within USMA's strategic plan for 2002 embraces the element of moral-ethical development, illuminating the centrality of this aspect of the West Point Experience. It is integral to the intellectual program, imbedded in the military training, included in physical development, a part of extracurricular and religious activities. In short, it is a fundamental element in the environment in which cadets live.

USMA's strategic plan for 2002 does not contain a separate concept for moral-ethical development for one reason: it is too important and too all-encompassing a factor. Were it to be treated separately, some activities might be led to conclude that they had no direct responsibility for pursuing it within their spheres. To the contrary, every activity has a major role to play in the process of moral-ethical development, just as every member of USMA's staff and faculty has a responsibility to exemplify for cadets the highest moral-ethical standards.

PURPOSE: TO PROVIDE THE NATION WITH LEADERS OF CHARACTER WHO SERVE THE COMMON DEFENSE.

MISSION: TO EDUCATE AND TRAIN THE CORPS OF CADETS SO THAT EACH GRADUATE SHALL HAVE THE ATTRIBUTES ESSENTIAL TO PROFESSIONAL GROWTH AS AN OFFICER OF THE REGULAR ARMY, AND TO INSPIRE EACH TO A LIFETIME OF SERVICE TO THE NATION.

....HERE WE TRAIN THE MEN AND WOMEN WHOSE DUTY IT IS TO DEFEND THE REPUBLIC -- THE MEN AND WOMEN WHOSE PROFESSION IS WATCHFULNESS -- WHOSE SKILL IS VIGILANCE -- WHOSE CALLING IS TO GUARD THE PEACE, BUT IF NEED BE, TO FIGHT AND TO WIN.

--President Ronald Reagan
West Point, New York
October 28, 1987

MEMORANDUM

TO: LTG. Dave R. Palmer

FROM: Robert M. Kaufman

April 22, 1988

INTRODUCTION

This memorandum sets out certain impressions and observations resulting from my visit and briefing at USMA on 20 April 1988. They are based in great part upon comparison between the information received and impressions gathered during my service ten years ago as a member of the Board of Visitors ("BOV") serving as the appointee of President Ford from 1977 to 1979.

First, an overall impression of the visit. The officers who briefed me were of the highest competency and were clearly devoted to their responsibilities, to the Academy and to the Army. The common thread running through all of the briefings was a certain lack of detailed knowledge about events at the Academy ten years ago - the

Enclosure 2-3 of Appendix II

period with which I contrasted the present situation. This is a factor inherent in the Army reassignment of officers for varying tours of duty, ranging from the Superintendent of the Academy and the Commandant to most faculty and all other serving officers -- and of course the Corps of Cadets. In fact, it applied even to the Dean (whom I did not have a chance to meet), who has changed since I served on the Board. This is not intended to be criticism of the overall Army policy which has much to say for it; it is merely an observation of the circumstances which may, perhaps, make my comments useful.

BACKGROUND

When I was appointed to the Board of Visitors and undertook those responsibilities in January 1977, the Academy had just passed through one traumatic experience -- the honors scandal and the Borman Report, and had entered into another traumatic experience -- the admission of the first women cadets. When I arrived, there were only women cadets in the plebe class and they had only been there for a few months. When my term was completed on December 30, 1979, there were women in the junior class and when I returned to visit during 1980, there

were women in the First Class, including a woman Executive Officer of the entire Corps. In addition, the character of the involvement by the Board of Visitors changed substantially during those three years, so that we had the opportunity to observe and assist the Academy on numerous visits during the year, both at meetings of the full board, meetings of the Executive Committee and periodic individual visits by members of the Board who undertook observation of specific aspects of Academy activity. Perhaps it was the period when the Board was most active and in the best position to observe and assist in the light of events that had just taken place.

THE TACTICAL OFFICERS

Several of the briefings I received related to the Tactical Officers ("TACs") and the manner in which the Cadets' military training, leadership training and similar activities take place. I was also briefed on the general procedures relating to the training and supervision of Tactical Officers and on the selection of officers to serve in that capacity.

Since this had been an issue of particular in-

terest during my service on the BOV, I take this as the first subject for discussion. The proposal for training of Tactical Officers for a year prior to such service appears to me to be highly desirable. It is my impression that ten years ago there was relatively little formal training for new TACs. While training now takes place, I am advised, at three different private colleges, it seems that the centralization of that training at the Academy itself is highly desirable. Some of the issues involving TACs relate to the fact that there will be 36 personalities with different leadership styles commanding the 36 Cadet Companies; in contrast with faculty members who may deal with each Cadet for a few hours each day or week, the TACs control and supervise the same Cadets every day for the entire day for several years. Even though the Cadets' direct supervision is by the Cadet Officers, the impact upon the Cadets is that of a single Commander. While the presentation to me of TAC duties listed the "command" function third, I have a strong impression from prior experience and other comments that some TACs consider the command function first, and that this results in substantially different impact upon different Cadet Companies at the same time in the Academy's life. In addition,

the effectiveness of the Fourth Class System depends, in my view, to a great extent upon the TACs involvement, particularly in terms of the style of life and manner of communication set as the norm or role-model within each Company. While the Academy is doing much, including training, to provide standards and criteria of TAC supervision and grading, I suggest that this deserves the greatest continuing attention. This issue is not unrelated to the issue of women Cadets which I will discuss later in this memorandum; suffice it to note that there are no TACs at the present time who were in a class at the Academy which contained women or who, with perhaps limited exceptions, served at the Academy in any other capacity while women were present in the Corps. There may also appear to be some tendency by TACs who are Academy graduates to equate their style and the standards for which they are responsible with those applicable when they were Cadets rather than, perhaps, those applicable today. I was enormously impressed by the Regimental TAC whom I had the opportunity to meet, who emphasized the necessity of constant and sensitive observation and supervision of the Company TACs under his command. At the same time, I received a strong impression that this may vary from regi-

ment to regiment and thus from company to company.

(I do not suggest that similar issues not also apply to the Junior Faculty in its supervisory and role-model functions. I did not have the opportunity to discuss that issue, although I have heard separately from other sources that such issues may exist from time to time.)

MATTERS RELATING TO A SPECIFIC CADET

I received information, to the extent appropriate, with respect to termination of the Cadet about whom I had previously written, and heard from other Cadets about that subject at lunch. On the basis of that information, I concluded that I had no further questions regarding that particular incident. However, I note that the public perception of the incident may still be substantially affected by the fact that the same TAC had failed the Cadet both times. Since, as I noted above, the quality and impact of Company TACs is based so broadly upon their individual style, personality and experience, public perception might be improved in the future if a method were found to permit a Cadet who had been failed by one TAC to be assigned to another Company, when the same TAC would otherwise again be his or her commander and evaluator. Interestingly, the elimination of the "shuffling" of the

Corps may have added to this perception, since, as I understand it, the same TAC now stays with the same group of Cadets in the same Cadet Company for the three years of the TAC's tour of duty at USMA. Perhaps some rotation of TACs might be considered as a substitute for "shuffling" of the Corps.

WOMEN CADETS

As noted above, I had a particular interest in the issue of women Cadets since that was a major issue with which I was involved ten years ago. I was enormously pleased by my observation during lunch formation and in the mess hall, and with the comments of the briefing officers regarding the present status of women in the Corps. The percentage of women who are Cadet Captains, the improving attrition rate and the general level of morale appeared very laudable. Integration appears to be complete and there no longer appear to be present certain serious problems of women Cadet integration which I observed ten years ago.

I noted to the briefing officers that I had previously observed and had concluded that there were

four stages in the integration of women into the Corps -
- the period when they were only plebes and tried to hide
their distinctiveness in all ways possible; the second
stage was the period when there were Cadets in an upper
class as role-models, but there were still classes with-
out women. I noted that I had thought that the third
stage would take place when there were no classes without
women, but that a final fourth improvement would not occur
until no classes were present at West Point in which the
male Cadets knew of any other classes without women -- in
effect a seven year cycle of integration. On the basis
of certain comments and conclusions, I now believe that,
in fact, there is still required to be a fifth stage which
has not yet arrived -- when all of the TACs who are USMA
graduates were Cadets when women were in the Corps -- and
perhaps when all of the junior faculty has the same status.
An officer commented to me that, in reviewing the atti-
tude of TACs toward the Cadets, it is not surprising that
a young combat arms officer who has not had women to com-
mand for the last five years might find some difficulty
in adjusting to the command of an integrated company.
The same applies to any young officer whose memory of
the Academy came from the period when the leadership of

the Army and the Academy strongly opposed the addition of women to the Corps and that argument was heard at a most impressionable age for the then male Cadet.

Since the teaching and observation with respect to such issues as sexual harassment and sensitivity must come from and under the supervision of the TACs, the TACs' own sensitivity on this subject is particularly important.

The impression I received from women Cadets and others with whom I spoke was that there is a greater focus on the exclusion from the Ranger Program than I would have expected, since every other program of specialized training (particularly including jump school) is fully available to women. I was assured that no woman Cadet -- in fact no Cadet of either gender -- who desired to attend jump school and was physically qualified would be denied that opportunity in either the third or fourth year summer. While the small number of Cadets who eventually qualify for Ranger school makes the exclusion of women a smaller factor than I had expected, the high visibility and large number of Cadets who apply seems to make the issue a larger one than the final numbers alone would suggest.

Incidentally, I was very pleased at the overall sensitivity to the women's issue by all of the briefing officers. In every reference to the Corps the mention was to "Cadets" or "members" and never to "men".

One of the projects I undertook while on the BOV was to review all of the publications issued to Cadets, including training manuals and briefing material, to review them for sensitivity to the fact that women Cadets were now part of the Corps. If such a review does not take place periodically, I suggest that it may be appropriate.

THE HONOR SYSTEM

Problems with the Honor System were a major contributor to President Ford's decision to place outsiders on the Board of Visitors and contributed, I am sure, to my initial appointment. The report I received on honor developments since the late 1970s was very encouraging and the sensitivity of the Administration toward the issue reflects the strong desire to avoid repetition of prior incidents. I was particularly impressed by the concept of written course materials and training schedules and

manuals for the Cadet Honor Officers. I had some concern, however, regarding the effectiveness of the principle that Cadets should openly consult the Honor Officer, but that the Honor Officer should openly report to the TAC all that he learns in that respect. While that could well interfere with the openness of Cadet consultation, I have no alternative to suggest except for careful observation of whether, in fact, this contributes toward Cadet reticence.

THE MESS HALL

One of the issues on which the Board of Visitors was able to supply sensitivity ten years ago was the special diet needs of women Cadets as well as the rather unvaried high starch diet available generally. I was enormously pleased to note the fruit trays available to all Cadets as they entered Washington Hall, the availability of fruit and salad at the table and other notable changes in the diet. I was invited to eat at a diet table which was particularly well supplied in that respect but I noted a large selection on other tables and that many Cadets picked up fruit. (I must also note that the meat was particularly tough and tasteless.)

CADET MORALE

A major impact was made upon me in discussions with the Cadets at lunch. The generally high degree of morale and the substantial contrast with Cadet self-consciousness about being at the Academy ten years ago was notable. Ten years ago, at lunch and in other discussions, many Cadets felt the need to self-justify the fact that they were at the Academy and many discussions began with the Cadets on their own initiative explaining why they were Cadets. On this visit, I saw no such self-consciousness or self-doubting as to the career choice that had been made.

While the response to my questions as to why each Cadet had come to the Academy varied, as might be expected, none of those explanations were apologetic or self-justifying.

FACILITIES

I received a description of recent and planned construction programs, both with respect to teaching facilities and Ladycliff College. I can only say that the

acquisition of Ladycliff was a worthy response on an unusually fast time track that responded to an opportunity which would have disappeared. It is hard to think how the Academy would have dealt with many of its needs, had that acquisition not taken place. The specific uses for the Ladycliff property also seemed, on the basis of limited knowledge, highly desirable. While I was on the Board, budget funding for the Visitors' Center was constantly postponed as other priority needs were taken care of. It is good to note that this issue has finally been resolved.

THE FIRST CLASS PROJECT - PROJECT 2002

I was interested in the briefing on the First Class project, not because of the details of the project itself which I leave to evaluation by those better qualified, but because it represents a continued openness to experimentation and a responsiveness to comments from the Army in the field. The willingness to experiment, whatever the result, is vital to an institution, particularly one which has such a large turnover of staff as the Academy.

I also found of particular interest Project 2002, which shows a willingness not only to look forward and to plan for the long term but to change that plan and to require its review every two years.

THE IMPACT OF THE FIVE YEAR SERVICE OBLIGATION
AND NORMAL ARMY ATTRITION

Realistically, a majority or more of Academy graduates -- perhaps an even larger number -- will leave the Army either after the five year service commitment is met or at various other early stages thereafter, as the number of officers who can be promoted to the next rank is continuously more restricted. While the educational process of the Academy is primarily directed at producing the officers required by the Army, the newly rewritten Mission of the Academy suggests that some attention might be paid to the role which that large number of Academy graduates will play in American society generally. Most institutions of higher learning direct their education toward the graduates' life-time career. A similar focus by the Academy would of necessity include some focus on those who complete their military service at an early time in their useful life. This is consistent with the

Mission statement which includes, after reference to the regular Army the phrase "to inspire each to a life-time of service to the nation". That service, for a majority of the graduates, will come for the largest portion of their life outside the Army. Certainly, the Academy's training with respect to character and fitness is not unrelated to their potential service to the Nation in private life or other government activity. Nor is the academic subject matter training irrelevant -- certainly, the training of an engineer, a potential scientist or a graduate with any other discipline carries over to post-Army employment in those disciplines. However, the ideal of public service and training in leadership functions appears directed only toward the military career. It may be that there is appropriate room in that training to take into account the quality of such leadership in the civilian community in which the majority of graduates will spend a substantial portion of their lives.

OUTSIDE CONSULTATION

The process of briefing and of articulating the comments set out above, as well as each of the discussions with the briefing officers reminded me again

of the particular usefulness in any environment of periodic outside reaction to policy decisions and implementation. The Academy has that opportunity with respect to its Board of Visitors and should take full advantage of it. It might also consider periodical repetition of the experience which I was privileged to have: a look back over a longer time frame at issues previously presented and resolved, which may again arise and not be recognized by those who were not present on the last occasion.

CONCLUSION

It will be no news to you that I believe the Academy is in good hands and in good health. The only concern I would express on that subject is that the welcome return to normalcy after many years of stress and adjustment not be permitted to create a lesser awareness of particular types of activity which could cause major disruption in the future. In that connection I would list four as deserving continued awareness: issues of women Cadets and the possibility of harassment both on the Cadet and Officer levels; the Honor System; the risk of hazing or other excesses in the Fourth Class System; and the risk of drugs. Those are issues which are likely

to result in the largest degree of public reaction to what may be considered minor incidents; the harm which could come to the Academy from a lack of constant awareness may therefore be enormously disproportionate to the incident itself.

**DELVING INTO THE PAST FOR
HISTORY'S LESSONS**

HON. STEPHEN J. SOLARZ

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 15, 1988

Mr. SOLARZ. Mr. Speaker, recently I spent a fascinating day at the U.S. Military Academy at West Point. The purpose of my visit was to ascertain if America's past wars hold any lessons that might be of utility to our country's current political or military leadership.

During my stay I was fortunate enough to have the opportunity of picking the brains of some of the Nation's foremost military historians. We explored various aspects of the American Revolution, the Civil War, each of the world wars, the Korean war, and last, the Vietnam war. In each instance we sought to determine whether the way in which the United States became involved in, planned for, and fought its conflicts can guide those of us who are entrusted with responsibility today. I was especially interested in learning of the role Congress played in prosecuting each war, whether on balance this was a constructive role, and how the legislative branch might have better served the Nation in its time of peril.

I cannot help but believe that my congressional colleagues and I would greatly benefit if we had more opportunities to do just this sort of serious and sustained thinking about issues of war and peace. Certainly I returned from my day at West Point more convinced than ever of the crucial role historical perspective can play as we wrestle with complex questions which will help determine the ultimate fate of civilization.

Mr. Speaker, I wish to take this opportunity to salute the cadets, faculty, and staff of West Point. Judging from the caliber of the men and women I met during my recent visit, we can be assured that the military leadership of our Nation as we prepare to embark upon a new century will be the best trained and most informed in America's proud history.

SUMMARIZED MINUTES
1988 BOARD OF VISITORS
SUMMER MEETING
JULY 14-15, 1988
WEST POINT, NEW YORK

1. MEETING CONVENED AND AGENDA ADOPTED. The summer meeting of the 1988 United States Military Academy Board of Visitors convened at West Point, New York on July 14, 1988. The meeting consisted of two days of sessions, each of which included touring cadet summer training in the morning, followed by Board discussions and briefings in the afternoons. The agenda approved by the Board is at Appendix 1. Members present for the first day of the meeting were as follows: Chairman, Mr. William Mounger; Ms. Marta Caldera; Mr. Michael Bayer; Mr. Michael Grebe; Brigadier General (Retired) George Price; and Congressman Owen Pickett, Vice Chairman. Also present were Mr. Milton Hamilton, executive assistant to the Secretary of the Army; and Lieutenant Colonel Joe Austin, Office of Chief of Congressional Liaison. Members of USMA staff who were present included Lieutenant General Dave R. Palmer, Superintendent; Colonel Rushton, Director of Admissions; Colonel Donnithorne, Executive Secretary of Board of Visitors; Lieutenant Colonel Toffler, Office of Institutional Research; and Specialist 4 Henderson. The Board was joined by other members of the faculty who are mentioned below and by two representatives of the press, Ms. Soraya Sarhaddi of the Middletown Times Herald Record, and Ms. Hawthorne of the Highland Falls News of the Highlands.

2. TOUR OF CADET BASIC TRAINING. The Board began its tour of Cadet Basic Training (CBT) receiving a briefing from the cadet commander of the CBT regiment, Cadet Jennings, on the scope of CBT. The members then visited several sites of new cadet training, beginning with the Warrior Competition in which new cadet squads moved from station to station performing individual and group tasks in competition with other squads. The members then observed the training of new cadets in the individual techniques of moving on the battlefield. Last, the members observed several classes in first aid, instruction that was being conducted entirely by cadets.

3. LUNCH WITH CADETS. The Board members paused at the Superintendent's quarters for refreshments and then moved to the Cadet Mess for lunch with the cadet cadre of CBT.

4. BRIEFING ON STANDARDS OF ADMISSION. Following lunch, the Board convened in the Superintendent's Conference Room for a series of USMA staff presentations. Colonel Rushton

briefed the Board on the criteria of candidate selection used at USMA. He noted the considerations of class size, class composition, statutory requirements, numbers of applicants, the two-stages of the admission process (qualification and selection), requirements for qualification (age, citizenship, marital status, character, leadership potential, physical condition, scholarship, and motivation), considerations for selection (whole candidate score, vacancies, and class composition), the elements of the whole candidate score (academic-60%, leadership potential-30%, physical aptitude-10%), indicators of leadership potential (people-oriented, actively involved, physically competitive/combatative, and strongly endorsed by faculty). Mr. Bayer asked how many candidates have a realistic option of choosing among all three service academies. Colonel Rushton answered that of the 400 students who declined USMA admission this year, about half of them have gone to one of the other two academies. He added that we find 40% of our applicants have directed that their test scores be sent to one of the other academies as well.

Mr. Grebe asked about the roles of the Academic Board and the Admissions Committee. Colonel Rushton said that the West Point Study Group of 1977-78 recommended that the admissions load on the Academic Board be reduced by forming the Admissions Committee to act as the Board's agent. Mr. Grebe asked who determines the standards and percentages that are applied. Colonel Rushton said that the Academic Board makes those decisions using guidance from Department of Army when it can be obtained. Mr. Grebe asked whether the whole candidate score has been validated by the success of the selectees. Colonel Rushton replied that it had, in that on every measure of cadet performance which we maintain the highest performing cadets are, as a group, those with the highest whole candidate scores. Finally, Mr. Grebe asked how receptive we find authorities to the use of the whole candidate score. Colonel Rushton said that he is not aware of complaints.

Mr. Bayer asked whether USMA has discovered any indicators that predict failure at West Point. Colonel Rushton said there are thresholds on most measures below which we would consider a candidate to be a risk case. Such risk situations are given special consideration by staff with expertise in the area before such a candidate is declared qualified. Colonel Rushton said that the biggest single risk indicator is the absence of well-roundedness. Mr. Mounger asked whether we have experienced many problems with disqualifying a principal appointee. Colonel Rushton said there are very infrequent challenges -- one in the last

two years. Most questions are resolved rather quickly; the more difficult ones are handled through an appeal process. None has been raised so far this year. Mr. Pickett recalled the case of one of his constituents who had been nominated in four different ways but was found not qualified by USMA.

5. BRIEFING ON THE FOURTH CLASS SYSTEM AND DISCIPLINARY SYSTEM. The new Brigade Tactical Officer, Colonel Joe Gross, introduced the briefers on this subject by describing his role in the Commandant's organization, providing daily oversight and integration of the several systems involving cadets. The two systems under discussion at this meeting were the Fourth Class System and the Disciplinary System. Direct oversight of the Fourth Class System is provided by Major Bill Pokorny, who briefed the Board on the purpose of the system (developing upperclassmen as leaders as well as developing in 4th classmen their knowledge of the military and appreciation of the problems of the subordinate), the history of its development and past reviews, the knowledge required by the system, and its operation as a cadet-run system. Members discussed the number and nature of the items of plebe knowledge that are still required, noting that some few traditional items are still required for continuity with the heritage of West Point.

The disciplinary system was discussed by Captain Renee Moorehead, the USCC Assistant S-1. She began by noting that rules of conduct for cadets are stated in the Regulations of the United States Corps of Cadets, known as the Blue Book. Overarching the Blue Book are the Uniform Code of Military Justice and the Regulations for the United States Military Academy. The cadet disciplinary system is primarily concerned with the rules of the Blue Book administered by the Commandant for the purpose of educating cadets in self-discipline, responsibility for their actions, and duty above self-interest. Captain Moorehead discussed the variety of sanctions available to the chain of command ranging from counseling to dismissal and the handling of cadet conduct deficiencies. Mr. Mounger asked what number of demerits would be allowed each class before they must walk punishment tours. Captain Moorehead answered that the monthly allowed totals are 24, 18, 15, and 12 (4th through 1st class, respectively). Mr. Grebe asked whether peer counseling was available to cadets during the academic year. General Gorden said the only pure peer counseling situations that occur are when one 1st Classman counsels a classmate below him or her in the cadet chain of command. Colonel Gross completed the briefing by commenting on the contents of the report of the Moore panel which had reviewed the Fourth Class and Conduct Systems, a copy of which was given to each member and is included here as Appendix 2.

6. BRIEFING ON THE FELLOWSHIP IN LEADER DEVELOPMENT.

Colonel Howard Prince, Head of the Department of Behavioral Sciences and Leadership, briefed the members on the pilot graduate education program for tactical officers being conducted during the current summer and the upcoming academic year. He described how the program was formulated by developing an understanding of the tactical officer's role and the knowledge and skills needed in that role. He presented the program curriculum and explained how it contributes to developing the knowledge and skills needed by the tactical officers. General Price asked how the new graduate program would be resourced. General Palmer replied that the pilot program is being run "out of our hide" but that more resources will be provided to the program by means of internal reorganization at USMA.

7. DISCUSSION OF USMA PARTICIPATION IN THE SHARE PROGRAM.

The Chairman, Mr. Mounger, asked the Board to consider an issue raised by the letter (see Appendix 3) and telephone call of an absent member, Congressman Hamilton Fish. Mr. Fish proposed that the Board support USMA's request to participate in the SHARE program. To provide the Board additional information on the issue, the USMA Chief of Staff, Colonel Mike Allen described the newly-conceived Department of Army program titled Soldier Housing and Retirement Equity (SHARE). The objective is to build soldier housing on government-owned property, financed through third-party financing, and offered to the soldier for his purchase on arrival at a post and his resale upon his departure either to another soldier or to a unit trust. Colonel Allen described the criteria for participation in SHARE and the arguments favoring USMA's participation.

General Price asked about the cost of housing constructed at West Point. Colonel Allen said that a full range of housing cost would be constructed, though the costs of construction at West Point are admittedly higher than in other locales. General Price also asked if additional TDA spaces would be needed to manage the program. Colonel Allen replied that the unit trust would provide all management of the housing and would involve zero personnel cost to USMA. Not only would USMA not have to manage the property, USMA would also not have to take on the additional maintenance and replacement costs associated with government-owned housing.

Mr. Pickett asked what action would be required of the Board. After discussion, the Board decided unanimously to formulate and adopt a resolution expressing the Board's position in favor of West Point being selected for participation in SHARE. That resolution reads as follows: "In view of the deficit in Army Family Housing (320 units by 1990), the unavailability of affordable housing on the civilian market in the surrounding area, and the stability

and composition of the staff and faculty, the Board of Visitors, United States Military Academy, recommends that the Secretary of the Army select the United States Military Academy, West Point, New York, as one of the five test locations for the SHARE (Soldier Housing and Retirement Equity) program." The resolution was provided to the Superintendent to be forwarded to the Secretary of the Army by letter and for the Superintendent's use in any other way that would be appropriate.

8. BRIEFING ON THE ACADEMY SCHEDULE. Colonel David Phillips, the Associate Dean, briefed the Board on the revisions to the Academy Schedule, the new name given to the Cadet Schedule on which the Board was briefed a year earlier. He explained the purpose of the Schedule, the three major parts comprising the Schedule, and the significant changes adopted this year (elimination of Saturday classes, uses of Saturday mornings, designation of A and B (home and away) weekends, common laboratory periods).

9. DINNER AT THE HOTEL THAYER. The Board adjourned for the day at 5:15 PM and joined together for a dinner at the Hotel Thayer, hosted by the Superintendent.

10. TOUR OF CADET FIELD TRAINING. Members present for the second day of the summer meeting were as follows: Chairman, Mr. William Mounger; Ms. Marta Caldera; Mr. Michael Bayer; Mr. Michael Grebe; and Brigadier General (Retired) George Price. The Board began its second day, July 15, 1988, by moving to Camp Buckner, the site of Cadet Field Training (CFT), where they were briefed by the Cadet Commander of CFT Regiment, Cadet Raymer. Following the briefing, the members moved to the site of cadet training in squad level movement in combat. They observed 2d class cadets presenting instruction to the 3d classmen in several field subjects, such as rendering nuclear, biological, chemical reports.

11. LUNCH AT THE WEST POINT OFFICERS CLUB. The Board was joined by several USMA faculty members at the West Point Officers Club for a luncheon hosted by the Superintendent.

12. BRIEFING AND TOUR OF THE WEST POINT CHILD DEVELOPMENT CENTER. Following lunch, the Board reconvened at the USMA Child Development Center for a briefing by Major Martinez on the findings of the Department of Army inspection of the Center. He described the nature of the findings and the status of corrections to the observed deficiencies. Following the briefing, the members toured the facilities.

13. BRIEFING ON CHANGES IN THE LEADERSHIP DEVELOPMENT PROGRAM. The Board returned to the Superintendent's Conference Room for further staff presentations. Colonel Wilson, the Director of the Center for Leadership and

Personal Development, briefed the members on the leadership initiatives undertaken recently by the Commandant. He provided background by first describing the philosophy, or model, governing the process of leadership development; the developmental expectations of each class (team member, one-on-one developer, small unit leader, Corps leader); the 12 behavioral dimensions by which cadets are evaluated in leadership; and, the sequence of leadership evaluations and grades.

Colonel Wilson was followed by Lieutenant Colonel Forsythe, the Permanent Associate Professor in the Department of Behavioral Sciences and Leadership, who directs the academic course in leadership required of every cadet. He described how that course fits into the leadership development system described by Colonel Wilson. He described the goal of the course, the course contents, and the methods of instruction, noting that the course interacts with the practical experiences that cadets have prior and subsequent to the academic course. The goal of the course is to enable cadets to analyze complex leader situations, to understand those in light of available theories, and to formulate leader actions to be taken in the situation. He described the course text, written by the faculty of the Department of Behavioral Sciences and Leadership, and the course syllabus, including case studies that support every lesson in the course.

Colonel Wilson then described new initiatives and changes that have been made in the leadership development system, to include certification for graduation, changes in the rank structure of cadets, and separation of the 1st classmen within the barracks from the lower classes. He noted that the certification process actually begins in spring of the 3d class year with a file review to identify cadets of concern who may need additional assistance, developmental energy, and attention. It concludes in the winter of 1st class year with a final certification that serves to notify cadets of any doubts regarding their graduation in the following May. The new rank structure makes 3d class cadets corporals; 2d class, sergeants; 1st class, officers (lieutenants and captains). The purpose of the separation of 1st class is to simulate for the 1st class the difficulties of delegating responsibilities for subordinates who are located at a distance and to simulate the conditions of a bachelor officers quarters.

14. BRIEFING ON THE CAREER IMPACT OF A USMA ASSIGNMENT. Colonel Larry Daly, the USMA Adjutant General, briefed the Board on the question of whether assignment to USMA may be deleterious to an officer's further progress in the Army. Colonel Daly noted that the body of persons assigned to West Point includes several different groups, most of whom seek the assignment to West Point and who unquestionably profit

from the experience. The group that Colonel Daly focused on is the rotating staff and faculty officers who serve as instructors and those who serve as tacs and staff for the Commandant. He noted that we should judge the impact of a USMA assignment by observing what is happening today in the promotion and schooling selections of officers who have been assigned to USMA. He observed that all available selection data indicates that personnel assigned to West Point experience higher than average selection rates for promotion and schooling. He said that even though we find no firm evidence of damage arising from assignment to USMA, it is obvious that officers could suffer if they come to West Point without adequate qualification in their branch or by coming at a time too early or late in their career. He pointed out that we carefully manage the selection and timing of officers for the staff and faculty to preclude such situations.

15. BRIEFING ON THE CHANGES IN THE ENGINEERING COURSE CURRICULUM. Colonel Jack Grubbs, Permanent Associate Professor in the Department of Engineering, described to the Board the significant changes that have been adopted during the past year in the core curriculum requirements in engineering. He noted that the past requirement was a series of five courses which provided a broad introduction to subjects that underlay much of engineering practice. The difficulty with those offerings was that they were too disparate and cadets could not integrate the material into a coherent body of useful knowledge. That sequence of courses has been replaced by six alternative stems, each consisting of five courses that fit together coherently within one field of engineering (civil, mechanical, computers, electrical, systems, and nuclear), from which cadets elect only one stem to study. Mr. Bayer asked whether there exist opportunities in the Army for officers to employ their nuclear specialty. Colonel Grubbs replied that there are few and diminishing opportunities for use of that specialty.

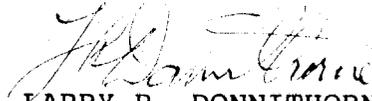
16. UPDATE BRIEFING ON CADET PAY. Lieutenant Colonel Ernie Poland, the USMA Treasurer, addressed the Board on the subject of steps to increase cadet pay and to link cadet pay to the Army's routine pay actions for other grades. He noted that both the Navy and Air Force have asked for a \$50 per month pay increase for cadets in the FY90 budget, but that the Army did not support that request. He said that in the language of the current appropriation bill, cadets are scheduled to receive the same 4% increase on 1 January 1989 that other active duty personnel will receive, but that it is not a result of any automatic link yet in the law between cadet pay and other active duty pay.

17. DINNER WITH CADET SUMMER TRAINING CADRE AND STAFF.

Following the conclusion of briefings to the Board, the Chairman adjourned the summer meeting. That evening, the members joined with cadets and officers involved in cadet summer training for a barbecue dinner in the Superintendent's garden.



WILLIAM D. MOUNGER
Chairman
1988 Board of Visitors



LARRY R. DONNITHORNE
Colonel, Corps of Engineers
Executive Secretary
Board of Visitors

AGENDA

1988 BOARD OF VISITORS
SUMMER MEETING
13-16 JULY 1988

Wednesday, 13 July 1988

Arrive Hotel Thayer (Informal Dinner in the Alcove)

Thursday, 14 July 1988

- 0900-1200 Tour Cadet Basic Training
- 1300-1345 Lunch (Cadet Mess)
- *1400-1700 Board Session (Superintendent's Conference Room)
- o Standards of Admission
 - o Fourth Class System and Disciplinary System
 - o Updates:
 - oo Academy Schedule
 - oo Fellowship in Leader Development
- *1800-2000 Dinner (Hotel Thayer)

Friday, 15 July 1988

- 0800-1200 Tour Cadet Field Training
- 1200-1315 Lunch (Officers' Club)
- *1330-1400 Briefing on DA Report on the West Point Child Care Center and Tour of the Facility
- *1415-1700 Board Session (Superintendent's Conference Room)
- o Changes in the Military Development Program
 - o Changes in the Engineering Course Curriculum
 - o Updates:
 - oo Career Impact of USMA Assignment
 - oo Cadet Pay
- *1800-2000 Dinner (Qtrs 100 - CBT/CFT Cookout)

Saturday, 16 July 1988

Depart West Point

APPENDIX 1 to the 1988 Board of Visitors Meeting Minutes

Enclosure 1 to Appendix III

DEPARTMENT OF THE ARMY
Washington, D.C. 20310

General Carl E. Vuono
Chief of Staff
United States Army
Washington, DC 20310

Dear General Vuono:

You charged the undersigned as a Board of officers to conduct a comprehensive review of the current state of the Fourth Class and Conduct Systems at USMA in order to:

- Analyze the goals of both systems.
- Determine whether the systems adequately meet the needs of the Army in terms of standards expected of new lieutenants.
- Determine whether the systems meet the needs of USMA in terms of proper motivation and development of cadets.
- Determine whether these systems are applied fairly to all cadets.
- Determine whether changes should be made to the systems.

Our report is attached. The board members are in agreement with the observations, findings and recommendations. We are fully cognizant of the fact that the Military Academy is a unique institution. In that regard, we salute the Superintendent in his previous efforts to clearly define the purpose and mission of USMA and to set the course toward the future as contained in the pamphlet entitled 2002, A Road Map to Our Third Century.

The board appreciates the outstanding support provided by the Military Academy staff, faculty, and cadets. All were open, frank, and cooperative in this review.

We were honored to serve on this board and we were generally well-pleased with all that we saw and heard during the course of our review.

Sincerely,

JAMES E. MOORE, JR.
LTG, USA
President

ARVID E. WEST, JR.
BG, USA
Member

JONNIE E. WILSON
COL(P), USA
Member

Enclosure 2 to Appendix III

APPENDIX 2 to 1988 Board of Visitors Summer Meeting Minutes

Report of Board to Review
Fourth Class and Conduct Systems at
US Military Academy

I. Introduction

- A. Purpose
- B. Method of Approach

II. General Observations

- A. Overall
- B. Fourth Class System
- C. Conduct System

III. Findings and Recommendations

- A. Fourth Class System
- B. Conduct/Disciplinary System

I. Introduction

A. Purpose

1. The purpose of the Board is to conduct a comprehensive review of the current state of the Fourth Class and Conduct Systems at USMA in order to:

- a. Analyze the goals of both systems.
- b. Determine whether the systems adequately meet the needs of the Army in terms of standards expected of new lieutenants.
- c. Determine whether the systems meet the needs of USMA in terms of proper motivation and development of cadets.
- d. Determine whether these systems are applied fairly to all cadets.
- e. Determine whether changes should be made to the systems.

B. Method of Approach

1. Prior to assembly of the Board members in the Pentagon on 25 April 1988, we asked for and were provided the following documents for study:

- a. Letter from Congressman Aspin, HASC, to Secretary Marsh dated 16 February 1988.
- b. Extracts of the "Borman" report of 1976.
- c. Extracts from the West Point Study Group report of 1977.
- d. News clips regarding the Cadet Edwards case of 1987-1988.
- e. A full copy of the Robinson Committee report on discipline dated 12 March 1984, with actions taken by USMA dated September 1984.
- f. The report of General Robinson to Secretary Marsh concerning the Cadet Edwards case dated 24 March 1988.
- g. A copy of USCC Circular 351-1 pertaining to the Fourth Class System at USMA.
- h. A copy of USCC Regulations 351-1 pertaining to the Cadet Disciplinary System.

i. A copy of USMA Pamphlet titled 2002.

2. Also prior to our assembly on 25 April 1988, Board members took the opportunity to Interview several recent graduates of USMA now in the field to solicit their views on matters relative to the purpose of the Board.

3. On 25 April 1988, the Board assembled in the office of DCSPER in the Pentagon. We were briefed on our purpose, background leading up to the Board's review and the nature of the Cadet Edwards case and decision. We were able to interview General Robinson. We asked questions concerning our review of the DCSPER and Mr. Clark of the ASA (M & RA).

4. On arrival at West Point on 25 April 1988, the Board met for discussions with the Superintendent and key members of the staff to focus on the purpose, mission and current status of USMA and to set the agenda as desired by the board.

5. From 26-28 April, the Board conducted its review by:

a. Briefings and discussions with responsible officers on all aspects of both the Fourth Class and Conduct Systems.

b. Interviews with members of the HQ USMA Staff, Tactical Officers, senior Cadet Leaders and those responsible for the Fourth Class System, cadets of all ranks, and members of the Academic and Athletic Department.

c. Review of statistics concerning both the Fourth Class and Conduct Systems.

d. Interaction with cadets at several meals in the cadet dining hall, at formations, and areas frequented by cadets to gain appreciation for the USMA environment.

e. Discussions with the Staff Judge Advocate and Inspector General to gain appreciation for legal and IG aspects concerning the subjects of this review.

II. General Observations

A. Overall

USMA is a vibrant institution with clear purpose and mission. The West Point environment encompasses everything that the staff, faculty and cadets do each day to accomplish that purpose and mission. Within that overall environment, the West Point experience is the process which

transforms cadets into leaders for the Army. They undergo intellectual, military and physical development in order to become commissioned officers in the Regular Army. The Board was impressed by the overall dedication to the motto of Duty, Honor, Country as evidenced by the high standards, good discipline and professionalism. The Fourth Class System and the Conduct or Disciplinary System are parts of the overall West Point environment designed to accomplish the purpose and mission of the Military Academy. That purpose is:

TO PROVIDE THE NATION WITH LEADERS OF
CHARACTER WHO SERVE THE COMMON DEFENSE.

The purpose statement answers the question, "Why?" Why do we have a Military Academy? The mission is:

TO EDUCATE AND TRAIN THE CORPS OF CADETS SO THAT
EACH GRADUATE SHALL HAVE THE ATTRIBUTES ESSENTIAL TO
PROFESSIONAL, GROWTH AS AN OFFICER OF THE
REGULAR ARMY, AND TO INSPIRE EACH
TO A LIFETIME SERVICE TO THE NATION.

The Board fully recognizes that West Point is not a college or university. It is, as its name implies, the United States Military Academy. The last two words are important.

B. The Fourth Class System

1. The purpose of the Fourth Class System is to initiate and further develop the leader training each cadet will receive at USMA. It is designed to support the USMA mission previously cited. The system provides opportunities to learn and to practice in a challenging environment and to receive one-on-one feedback. Upon completion of the process, each cadet is supposed to have developed:

a. Pride in being a part of West Point and Army customs and traditions.

b. A firm foundation that will promote and enhance an understanding of the military profession.

c. A sense of accomplishment and self-confidence that will enable them to function in a demanding environment.

d. Discipline and an unyielding sense of duty.

e. A sense of unity, teamwork, and class identity.

f. Effective time management through a system of prescribed duties which contribute to individual and unit efficiency.

g. An appreciation of the problems and perspectives of subordinates in a military organization.

h. An understanding of and appreciation for a proper senior-subordinate relationship.

2. The Fourth Class System begins on the new cadet's first day at West Point with Cadet Basic Training (CBT) designed to train entrants to become members of the Corps of Cadets. Trained by upperclass cadets and supervised by Tactical Officers, CBT is demanding both mentally and physically. At the completion of this six weeks of CBT, fourth class cadets join their units within the Corps and begin their academic year. Throughout that year, they undergo continued development and training under the leadership of the cadet chain of command. They must meet the standards set forth for their class and failure to meet those standards results in corrective actions by the cadet chain of command within the guidelines described by USCC Circular 351-1.

C. Conduct System

1. The Cadet Disciplinary System sets the standards expected and required of members of the Corps of Cadets.

2. The purposes of the Cadet Disciplinary System are to maintain good order and discipline among the Corps of Cadets, to develop self-discipline as a daily way of life, to teach cadets to accept full responsibility for all that they do or fail to do, and to teach cadets to place a high sense of duty above self-interest. It is instructional and provides for counseling, reprimands, demerits, and disciplinary actions. The Tactical Officer and the cadet chain of command are responsible for the administration of the Cadet Disciplinary System. The operation of this system is described in the United States Corps of Cadets Regulation 351-1 entitled The Cadet Disciplinary System.

3. The last major review of the Cadet Disciplinary System was conducted by General Robinson's Committee in March 1984. Except as noted below, their recommendations have been reviewed and all have been implemented. There has been a continuing effort by the Superintendent and the Commandant to improve the consistency of the standards of enforcement of the disciplinary system throughout the Corps of Cadets.

III. Findings and Recommendations

A. Fourth Class System

1. Finding: The mission, goals, and administration of the Fourth Class System are clearly stated in USCC Circular 351-1. This circular is well organized, well written, clear, and concise.

Recommendation: None

2. Finding: Interviews with members of the Tactical Department, upperclass cadets, and fourth class cadets indicate that they all have an understanding of the Fourth Class System goals and they are able to articulate them. During the interviews, the board repeatedly heard the statement, "cadets must learn to be followers before they become leaders."

Recommendation: That the Commandant of Cadets consider rewording of the goals to include the goal, "Cadets must learn to be followers before they become leaders."

3. Finding:

a. Previous reviews of the Fourth Class System have noted that third class cadets, with rank of Private, have no genuine position within the chain of command. They have been given "make work" positions such as "Plebe Chaser." The Superintendent is instituting a change in the cadet rank structure, which will include the following:

(1) All third class cadets will be corporals with leadership opportunities as team leader in cadet squads.

(2) All second class cadets will be sergeants with leadership opportunities as squad leaders, platoon sergeants, and command sergeants major.

(3) All first class cadets will be officers with leadership opportunities as platoon leaders, company, battalion, regimental, and brigade commander and staff officer.

b. This proposed change will greatly define and reinforce the upperclass cadets' authority and responsibility in the Fourth Class System.

Recommendation: None. The Board supports this change.

4. Finding: The Fourth Class System is clearly essential to the developmental process that turns an outstanding young civilian into a USMA graduate who has the foundational attributes of leadership, is imbued with soldierly virtues, and is prepared for continued and progressive growth in the profession of arms.

Recommendation: None.

5. Finding: The Fourth Class System supports the needs of the Academy because it provides the framework in which the leadership of all cadets can be developed.

Recommendation: None.

6. Finding: During Cadet Basic Training, the Fourth Class System, as it applies to the meals in the dining hall, is conducted in a professional manner and closely monitored to ensure cadets receive enough nourishment. All indications are that this area is healthy and a great deal of concern is exhibited by the Academy leadership to ensure continued positive control.

Recommendation: None.

7. Finding: The West Point Study Group report of July 1977 recommended elimination of written examinations on fourth class knowledge. Fourth class examinations have been discontinued, and the required fourth class knowledge now consists of 60% tradition and 40% military information. The perception from all personnel interviewed indicates that the present situation is favorable and fits comfortably into the Academy's overall scheme of developing leaders.

Recommendation: None.

8. Finding: Presently, the Academy has an authorized field grade officer position titled "Special Assistant to the Commandant of Cadets for Systems and Planning." That position has provided long term continuity to the overall Fourth Class System.

Recommendation: Based upon our research, the Board strongly recommends that this position be retained due to the immeasurable benefits realized by the Academy.

9. Finding:

a. With regards to the Fourth Class System meeting the needs of the Army in terms of standards expected of new lieutenants, those standards are described in DA Pamphlet 600-3 as follows:

- (1) loyalty to the ideals of the nation.
- (2) loyalty to the soldier and the organization.
- (3) personal responsibility.
- (4) selfless service.

b. The Board agrees that the system is sound and satisfies the Army requirements. On the initial day at the Academy, the cadets demonstrate their loyalty to the nation by taking an oath to the nation. Further, the system internalizes a cadet's loyalty to the soldier and the organization by requiring teamwork, cooperation, study of heritage and tradition, plus the development of duty. The many demanding tasks placed upon cadets are clearly designed to develop personal responsibility. The overall application of the Fourth Class System builds selfless service in cadets due to their requirements to support the organization.

Recommendation: None.

10. Finding: The Fourth Class attrition during Cadet Basic Training and during the fourth class academic year appear to be reasonable and have only varied slightly over the past 10 years.

Recommendation: None.

11. Finding: the Borman Commission of 1977 cited their concern with the Academy's program of orienting new tactical officers with the fourth class system. The present program is more structured and longer than the program used in 1977. The new tactical officer attends a week long course that includes classes on tactical officer responsibilities, Leader Development Program, Cadet Disciplinary System, the Fourth Class System and a general orientation on the Academy and the Corps of Cadets. During the remainder of Cadet Basic Training, the new tactical officer serves as an apprentice tactical officer with an experienced tactical officer in the new cadet company.

Recommendation: None.

12. Finding: One purpose of the Fourth Class System is to teach proper senior/subordinate relationships and rules regarding fraternization. In that regard, the system is clearly understood, works well and builds a solid foundation for development as a leader. In fact, many tactical officers state that cadets have a better understanding of these two concepts than the officer corps at large.

Recommendation: None.

13. Finding: In discussing the Fourth Class System, cadets frequently use the terms "hazing" and "abusive." In reality, the Board concluded that the terms carry over from year to year and reflect the abuse of a loud voice in making corrections. We found no evidence of physical abuse of any kind. Neither did we find any evidence of fourth classmen being required to perform personal service for upperclassmen. Use of the term "hazing," in particular, can easily be misinterpreted by anyone not familiar with the system and cadet usage. "Hazing" is defined in USMA Regulations as physical abuse or threats to do bodily harm. It is forbidden.

Recommendation: The staff and faculty must continue efforts to correct the use of the term "hazing."

14. Finding: Discussions with numerous cadets of all classes indicate very strong support for the Fourth Class System. Cadets can clearly articulate the goals and value of the system in the development of leaders. In almost every case, cadets believe that the system should be "tougher" -- even the current fourth class. Cadets are fully aware that the system can be abused if not properly supervised. However, the Board determined that cadets correct those upperclassmen who do abuse their authority. Such correction takes the form of admonition or use of the disciplinary system in some cases.

Recommendation: The Superintendent and the Commandant continue to stress the philosophy of "demanding but not demeaning" when giving guidance and supervising the system.

B. Conduct/Disciplinary System.

1. Finding:

a. An analysis of the Cadet Disciplinary System indicates that it adequately supports the needs of the Army in terms of standards expected of new lieutenants. Again, DA Pamphlet 600-3 describes these needs as:

- (1) loyalty to the ideals of the nation.
- (2) loyalty to the soldier and the organization.
- (3) personal responsibility.
- (4) selfless service.

b. The purposes of the Cadet Disciplinary System, as described in USCC Circular 351-1, are to maintain good order and discipline among the Corps of Cadets, to develop self-discipline as a daily way of life, to teach cadets to accept responsibility for all that they do or fail to do, and to teach cadets to place a high sense of duty above self-interest. The system is consistently reviewed and refined to ensure that it remains aligned with the Academy's purpose and mission. The Academy has made some progress in correcting the "structural imbalance" identified by the West Point Study Group of 1977. Positive incentives such as "Performance Weekend" have been integrated into the system. However, the Board concluded that the positive incentives available are not uniformly applied. As a result, the perception continues that the discipline system is only punitive in nature.

Recommendation: It is strongly recommended that the Academy stress the use of positive incentives in sufficient quality and quantity to balance the system. We believe such additions will result in increased morale of the cadets and tactical officers as well as an increase in confidence of the whole system.

2. Finding: Conduct System Goals. The chain of command, cadets, and officers interviewed clearly articulated the goals of the Cadet Conduct System which supports the development of the cadet corps by instilling a sense of discipline. Further, it provides the framework for cadet behavior and standards of conduct. Additionally, the system is designed to be correctional and educational in nature, rather than punitive. Conversely, the USMA and USCC regulations, as presently written, do not have the goals delineated in an easily recognizable format. One recommendation of the Robinson Report of 1984 was to connect the discipline system as being a part of the "Duty Construct." Now, with the recent publication of 2002, there is a need to connect the disciplinary system as part of the development of a cadet's sense of duty.

Recommendation: We recommend that the Academy undertake to clearly state the connection of discipline to duty as regulations are revised to be in consonance with 2002.

3. Finding: Suspension of Cadets with Pay. Presently, the Academy has no legal authority to involuntarily suspend cadets without pay due to congressional legislation. Suspension is an alternative to separation for deficiency in conduct. It's purpose is to permit a deficient cadet with an otherwise extraordinarily good record to examine his commitment to the Military Academy and to the Army and to allow that cadet to mature sufficiently to meet the standards of conduct should the commitment be

reaffirmed. The Superintendent may direct suspension in lieu of forwarding a case to HQDA with a recommendation for separation, or the Secretary of the Army may direct suspensions in lieu of separation. The period of suspension may not exceed one year. Cadets in a suspended status continue to receive their complete pay. All officers and cadets interviewed expressed a great degree of concern with this process, and it appears to have an adverse impact on the cadets morale.

Recommendation: Due to the level of concern uniformly expressed by the cadet corps, it is recommended that the Academy again request a legislative change. Recommend that the Department of the Army provide priority support to the requested change. Previous requests have become tied to other legislation dealing with payment for soldiers. The latter costs money. The USMA proposal costs none.

4. Finding: Execution of the Demerit System. Discussions conducted throughout the course of this review surfaced a requirement to improve the communication process within the officer chain of command as it pertains to application of the demerit system. At each discussion, interviewees articulated varying degrees of execution of the Cadet Conduct System which has resulted in inconsistencies in the overall application of the program. Some units appear to be awarding demerits at a much greater rate than the Corps norm. As such, if allowed to continue unchecked, the potential exists to allow the General Order of Merit List to have cadets improperly ranked.

Recommendation: Recommend a series of tactical officer workshops be conducted with all officers in an effort to improve consistency recognizing the variations in leadership styles contributing to the present situation. Additionally, as a matter of information, tactical officers at each level should be apprised of their application of the system.

5. Finding: We found that the United States Military Academy is continually developing and implementing initiatives designed to strengthen it's program so that it remains aligned with its purpose and mission. Listed below are some of the programs that should add immeasurably to this institution's ability to develop tomorrow's leaders. These programs also relate to the Fourth Class System and the Disciplinary System:

a. The 3 1/2 year Model of Leader Development and the First Class Commissioning Certification.

(1) The 3 1/2 Year Model defines the Academy's approach to the leader development of cadets. It establishes three periods, "development, evaluation, and transition."

(2) The development period spans the cadet's first two years at West Point. The focus of this period is on development of each cadet. This implies that the institution

will accept responsibility to further develop those cadets experiencing difficulties meeting the established standards and expectations. This period includes one "Check Point" during the Spring of the Third Class year. The Check Point is a "whole person" review across all areas of cadet performance by the Tactical Officer. Those cadets identified as either marginal or substandard become "Cadets of Concern." Cadets of Concern receive closer developmental attention during the following year.

(3) The evaluation period extends from the beginning of the Second Class year to the end of the first semester (seventh semester) of the First Class year. The emphasis in this period is on identifying those cadets requiring additional focus. The identification of these cadets results in increased developmental and remedial energy. Each cadet is placed in meaningful small unit leadership positions through which evaluation and development may occur. Cadets receive increased review and evaluation and are held to a higher standard of performance. A second Check Point occurs during the Spring of the Second Class year. As with the first Check Point, a "whole person" review is conducted and Cadets of Concern identified. Cadets of Concern receive closer scrutiny during the remainder of this period which concludes with the First Class Commissioning Certification process. This certification process is "the anvil" whereby cadets receive a final "whole person" review and when warranted, not certified for graduation and commissioning. Non-certified cadets are further reviewed by a Certification Review Board and when appropriate, the Academic Board for graduation and commissioning determinations.

(4) The final period is the transition period which encompasses the eighth semester. A cadet who has progressed into this period has been certified for graduation and commissioning by the Tactical Officer and is focused on transitioning from cadet to officer.

(5) USMA is seeking approval from Department of the Army for required changes to Regulation, USMA to support this concept. A draft implementing regulation, USCC Regulation 623-2, First Class Commissioning Certification, is currently being staffed within USMA.

Recommendation: The Board supports this initiative.

b. The Department of Behavioral Science and Leadership has begun an effort to implement a master's degree program specifically designed to prepare new tactical officers for their duties. This program will provide the new tactical officer the necessary tools to handle the uniqueness of the Academy system. Based on our review of the program of instruction, we unanimously concur with the concept.

Recommendation: That the Department of the Army support these initiatives.

HAMILTON FISH, JR.
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Congress of the United States
House of Representatives
Washington, DC 20515

July 14, 1988

JUDICIARY COMMITTEE
VICE CHAIRMAN
SUBCOMMITTEE ON FEDERAL COURTS
AND JUDICIAL ADMINISTRATION
VICE CHAIRMAN

SUBCOMMITTEE ON IMMIGRATION,
REFUGEES AND INTERNATIONAL LAW
VICE CHAIRMAN

SUBCOMMITTEE ON
CRIMINAL JUSTICE

JOINT ECONOMIC
COMMITTEE

EXECUTIVE COMMITTEE
ENVIRONMENTAL AND
ENERGY POLICY CONFERENCE

CONGRESSIONAL ARTS
COUNCIL

STEERING COMMITTEE
NORTHEAST URBAN
CONDENSATIONAL COALITION

VICE CHAIRMAN
BOARD OF VISITORS
US MILITARY ACADEMY

Mr. William D. Mounger
Chairman, Board of Visitors
U. S. Military Academy
West Point, New York 10996

Dear Billy:

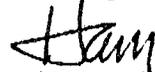
As you know I will not be able to be with you for the field trip. However, I wish to bring to your attention a most important matter for your consideration.

The housing deficit at West Point will reach 320 units by the year 1990, according to the West Point Directorate of Resource Management. An innovative concept to provide housing for Military personnel has been developed known as the "Share Program." The "Share Program" gives the Secretary of the Army permission to open lands on a military installation to a private developer for construction of family housing units with construction and infrastructure costs born by the developer -- with the goal of providing housing for military personnel at no dollar cost to the government. The three criteria for the program which must be met are: 1. quarters deficit of 320 or more 2. unaffordability and unavailability of alternative housing in area 3. stability of military personnel at facility.

West Point is presently among 10 sites under consideration. West Point has 112 permanent personnel in addition to average tours of duty of four to five years. This staff stability is a key element in ensuring the success of the "Share Program", the core of which is private home purchase by the service member.

West Point would prove the most suitable site for success of this concept. In view of the July deadline in the selection process, I request a motion be passed by the Board formally requesting the Secretary to include West Point as one of the demonstration sites for the program.

Sincerely,



Hamilton Fish, Jr.
Member of Congress

HF:jdr

App 3 to '88 BOV Summer Mtg Minutes

Enclosure 3 to Appendix III

SUMMARIZED MINUTES
1988 USMA BOARD OF VISITORS (BOV)
ANNUAL MEETING
December 5-7, 1988
West Point, New York 10996

1. CONVENING OF THE BOARD. The BOV convened at 9:00 a.m. on December 5, 1988 in the Superintendent's Conference Room, Building 600 at West Point. LTC Morgan Roseborough, the Executive Secretary of the Board, noted for the record that the following members were present: Mr. Mounger, Ms. Caldera, Mr. Grebe, and BG Price. Mr. Bayer joined the meeting very shortly after it convened. The Superintendent was in attendance when the meeting convened. As a first matter of business the proposed agenda (enclosure 1) was accepted and approved. Mr. Mounger indicated that Mr. Bayer wished to discuss the Chaplain, USMA; specifically, whether or not the statutes require that the position be civilian. This issue was discussed later. The Board then turned to the first item on the agenda.

2. BOARD DISCUSSIONS.

a. LTC Robertson, Office of the Dean, briefed the BOV on the USMA strategic plan for facilities. NOTE: BG Flint and Mr. Hamilton, Administrative Assistant to the Secretary of the Army, joined the meeting during LTC Robertson's presentation.

b. LTC Throckmorton, Office/Director of Logistics (O/DOL), briefed the BOV on plans to expand the Hotel Thayer. Mr. Bayer asked how much asbestos is in the building. Answer: extensive.

LTG Palmer pointed out the linkage with the Association of Graduates (AOG) project for the Center for American Leadership which would be briefed later in the agenda for this annual meeting.

BG Price asked who USMA prefers to develop and manage the hotel, a large corporation or a group of smaller investors? LTG Palmer stated that USMA has no preference. All bidders and proposals will be considered based on merit.

Mr. Bayer asked how the hotel plans affect the bottom line in the USMA budget and what the total costs might be. Answer: total around 30-35 million dollars. This project will not impact on the USMA budget since it involves the use of private funds.

Mr. Hamilton suggested consulting with Mr. Paige Bond on his experience in developing resort areas. LTG Palmer said that we currently have three separate proposals, each of which is similar in scope to the others.

Mr. Bayer asked what the planning is. Answer: Build the new addition first; it then picks up the business while the old section of the hotel is renovated. Mr. Bayer asked if we were confident in the market for the conference center. LTG Palmer answered that our recent experience supports this very readily; indications are that we can do even better.

c. LTC Ely briefed on the adequacy of the levels of capital investment at West Point. The briefing focused on the requirement to repair and maintain the facilities and grounds at West Point. (Factors of age, historic landmark, use, etc.) Mr. Mounger asked what considerations are taken into account for the peculiar features and factors surrounding West Point.

Mr. Bayer indicated that USMA competes with other Army activities. Compared with other academic institutions, it appears that USMA under invests by almost 1 per cent in capital improvement and maintenance projects on an annual basis. Answer (LTC Ely): Because of its age, West Point is probably worse off than other installations.

BG Price noted that USMA has a backlog of maintenance and repair projects while at the same time trying to expand and modernize to meet the needs of the future. The congressional members of the BOV should carry this cause forward in budget deliberations.

LTG Palmer addressed the fact that most money, manpower, etc. went into the new facilities construction at the expense of maintenance of existing facilities. Coincident with his arrival LTG Palmer noticed the deterioration. With help from the Vice Chief of Staff of the Army (VCSA) we received added money, but we lost a year with the delayed arrival of last year's approved budget (April).

Mr. Hamilton asked if USMA can build a case, based on safety, that might attract attention in DOD and Congress in order to raise USMA's priority.

d. Mr. Mounger asked LTG Palmer to address why our Chief Chaplain at USMA is a civilian versus a military chaplain.

LTG Palmer noted that the Chaplain, USMA, is a Presidential appointee. The Catholic chaplains are appointed by the Archdiocese of New York. The Jewish chaplain is a military rabbi. A wide span of denominational services are held every weekend with a combination of military and civilian ministers. The person running the religious programs at West Point must be able to pull this diverse group together to provide religious services to the cadets and to the community. The Chaplain, USMA

should be here for a long period of time to provide continuity. The Superintendent should have the authority to recommend the appointee to the President.

Is it statutory or traditional that USMA have a civilian position? Note: LTC Currey later provided an information note from the Office of the Staff Judge Advocate. The note advised that the statute does not specify that the chaplain must be civilian, but that legislative history suggests that was the intent. In addition, Comptroller General decisions have held that the position was civilian. There have been some legal advisory opinions that also hold the position to be civilian.

BG Price indicated that the incumbent Chaplain, USMA would be hard to beat.

3. LUNCH. The Board adjourned for lunch in Benny's Lounge at Eisenhower Hall with selected staff and faculty. Additionally, they were joined by Mrs. Mounger and Mrs. Palmer.

4. CLASSROOM AND LAB TOURS. Members of the Board visited a class with the West Point Fellows and a chemistry lab with cadets.

5. BOARD DISCUSSIONS. The Board reconvened in the Superintendent's Conference Room. LTC Bob Currey replaced LTC Roseborough as acting executive secretary.

a. LTC Currey introduced LTC Pat Toffler, Office of Institutional Research (OIR), whose office developed the briefing which followed. Dr. Priest presented the briefing on attitudes of USMA graduates and officers -- showing results of a number of surveys. Discussion followed. It concluded with Mr. Bayer's judgment that the briefing was first rate.

b. COL Larry Donnithorne presented an update on a number of initiatives, which included Strategic Planning and Leader Development Integration.

Mr. Grebe asked if the Office of Leader Development Integration (LDI) was in existence now. Col Donnithorne said yes, with an Acting Director (COL Wilson) and two part-time officers (COL Prince and COL Donnithorne).

Mr. Hamilton asked about the item: "1^o cadets are held accountable for self-discipline (e.g., spring fitness test given once)." LTG Palmer explained how we expected 1^o cadets to keep themselves in shape. By only administering one test we have broken the old pattern of allowing cadets to continue retaking the test until they pass. Now there is an immediate impact on a 1^o cadet who fails to stay in shape -- graduation is delayed.

Mr. Grebe asked about our experience with the 1^o cadet barracks. COL Gross responded: 1^o cadets with no duties feel disenfranchised. LTG Palmer: 2^o and 3^o cadets welcome the responsibility. Indications are that the lower class study conditions have improved.

AOG consideration of a Leadership Institute. Mr. Grebe asked if AOG had established any timelines, committed resources, etc. COL Donnithorne responded in the negative.

POSVAR Commission. (Honor Review). Mr. Mounger asked when would the commission render a report. COL Donnithorne responded that a report should be ready next spring. Mr. Mounger asked if the BOV will get a copy of the report for its summer meeting. LTG Palmer responded, "certainly." Mr. Grebe asked to be advised when the public meeting will be set.

c. COL Howard Prince gave an update on West Point Fellowship in Leader Development. Mr. Grebe asked what congressional committee would hear the issue of the masters degree. Mr. Hamilton and Mr. Bayer replied, "The Armed Services Committee."

BG Price questioned how we handle the young captain who is dissatisfied because he/she doesn't get to go to a civilian graduate school to get a masters. LTG Palmer replied: all prospective Tactical Officers (TACs) will take this course. There will be no option. The Total Army Personnel Agency (TAPA) will give Civilian Education Level (CEL) 2, therefore, the officer's military records will reflect the commensurate education level for a master's degree. We can get the first class the degree retroactively. LTG Palmer also noted that resources for the program have come from organizational changes within the Academy.

Mr. Mounger asked if USMA will get the funds that DA would pay to the civilian graduate school. The Superintendent responded that the course will save money for the Army (both in terms of tuition and reduced PCS costs), but that USMA will not directly receive the money.

BG Price asked if there would be people from other than USMA in the program. LTG Palmer responded that every potential TAC will be in this program regardless of his/her source of commission.

6. The Board adjourned at approximately 4:20 p.m.

7. DINNER. The Board took dinner in the Cadet Mess.

8. The meeting reconvened at 9:00 a.m. on December 6, 1988.

9. BOARD OF DISCUSSIONS.

a. Ms. Caldera presented her report on integration of women within USCC. Please refer to the Board's general conclusions and recommendations of the 1988 annual report. A lively discussion ensued on the following topics: Corbin Seminar; emphasis on combat arms; assignment of women into leadership positions; actions to discourage stereotyping and insensitive behavior; and finally, the assignment of a senior female officer to the Superintendent's staff to monitor matters affecting women. NOTE: LTC Joe Austin, Office of Congressional and Legislative Liaison, joined the meeting.

b. Role of the Board of Visitors. Mr. Bayer pointed out that the BOV had existed almost as long as the Academy and that, as we looked at the institution's role as it starts its third century, it may be appropriate to review the Board's role.

Mr. Mounger asked LTG Palmer for comment. In his discussion, the Superintendent identified the Board's major weakness has been the poor record of attendance of the Congressional members.

The ensuing discussion brought up two options:

Change the law to delete the "ex officio" appointments, permitting the designation of Congressmen who are interested.

Permit staffers to attend in lieu of the Members of Congress. This was objectionable to almost all present - (1) Staffer turnover is too rapid, therefore continuity would be difficult, and (2) once staffers start attending, we would probably never see the Members of Congress.

Mr. Bayer observed that the Secretary of the Army could suggest which Members of Congress should be assigned to the BOV. He felt that the Secretary's suggestion would have considerable weight.

The Superintendent provided a "bold, new departure" if one was requested. He suggested that the Boards of Visitors for all three academies be combined, and that the combined Board report once every three years.

10. The Board adjourned at 12:05 p.m.

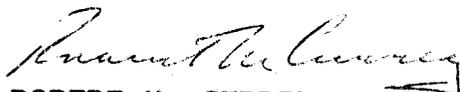
11. LUNCH. The Board participated in a light lunch with selected staff and faculty in the Rose Room of the Officers' Club.

12. PREPARATION OF ANNUAL REPORT. The Board reconvened

after lunch in a closed session to work on its annual report.

13. DINNER. The Superintendent and Mrs. Palmer hosted a dinner in honor of the Board of Visitors at 7:00 p.m. in the Superintendent's quarters.

14. CONCLUSION OF ANNUAL MEETING. The Board reconvened at 9:00 a.m. on December 7, 1988 to finalize its annual report. Mr. Hamilton Fish joined the other members of the Board. A quorum being present, the Board signed its annual report. After closing remarks from those present, the Board adjourned at 12:00 p.m.



ROBERT M. CURREY
Lieutenant Colonel, General Staff
Acting Executive Secretary
USMA Board of Visitors



WILLIAM D. MOUNGER
Chairman
1988 Board of Visitors

AGENDA

1988 BOARD OF VISITORS
ANNUAL MEETING
5-7 DECEMBER 1988

Sunday, 4 December 1988

Arrive Hotel Thayer (No-Host Informal Dinner in the Alcove)
* Info: Handel's Messiah, Cadet Chapel, 3:30 p.m.

Monday, 5 December 1988

0900-1200 Briefing on:

Future facilities strategic planning
(LTC Robertson)

Planning for future Hotel Thayer expansion
(DOL)

Adequacy of levels of capital investment at
USMA (DEH/DRM)

1200-1315 Lunch with Selected Staff & Faculty, Benny's
Lounge, Eisenhower Hall.

1330-1430 Attend Lab or Class with the Fellows (individual
choice; max of three with Fellows)

1430-1630 Briefing on:

Attitudes of USMA graduates and of officers
from other sources of commissioning compared
with those of soldiers whom these officers
lead (DIR)

Information updates on the following:

2002 Strategic Planning

Office of Leader Development

Fellowship in Leader Development (TAC
officer grad program)
(COL Prince, D/BS&L)

Institute of American Leadership (AOG
Project) (SASP)

Enclosure 1 to Appendix IV

1630-1730 Observe intramural athletic events
1800-1900 Dinner with Cadets in the Cadet Mess.
1900 Evening committee work as designated by Chairman.

TUESDAY, 6 DECEMBER 1988

0900-1200 Discussions of following:
 Discussion of Integration of Women in USCC
 (Ms. Caldera)
 Discussion of the Role of Board of Visitors
 in analyzing issues at USMA
 (BOV, Superintendent & Executive Secretary)
1200-1315 Lunch in the Rose Room, Officer's Club.
1330-1630 Internal discussion and preparation of annual
 report draft.
1630-1730 Observe intramural athletic events.
1900-2200 Dinner at Quarters 100.

WEDNESDAY, 7 DECEMBER 1988

0900-1200 Approval and signing of annual report
No-Host Lunch as desired in Hotel Thayer Alcove
Depart West Point

ADEQUACY OF LEVELS OF CAPITAL INVESTMENT AT USMA

Enclosure 2 to Appendix IV

FACTORS WHICH EFFECT

WEST POINT

PHYSICAL PLANT

AGE

USES

NATIONAL HISTORIC LANDMARK

HIGH COST AREA

AVAILABILITY OF FUNDS

USE

MILITARY INSTALLATION

COLLEGE

TOURIST ATTRACTION

NATIONAL HISTORIC LANDMARK

OLDEST ACTIVE ARMY POST

GRANITE GOTHIC ARCHITECTURE

109 CATEGORY I BUILDINGS

82 CATEGORY II BUILDINGS

HIGH COST AREA

CONSTRUCTION AREA FACTOR 1.3

FULL EMPLOYMENT

BUILD MODIFY FACILITIES WHILE IN USE

LIMITED BUILDABLE TERRAIN

LIMITED ACCESS AND WORK AREAS

DEPARTMENT OF DEFENSE

PRINCIPLES OF EXCELLENCE

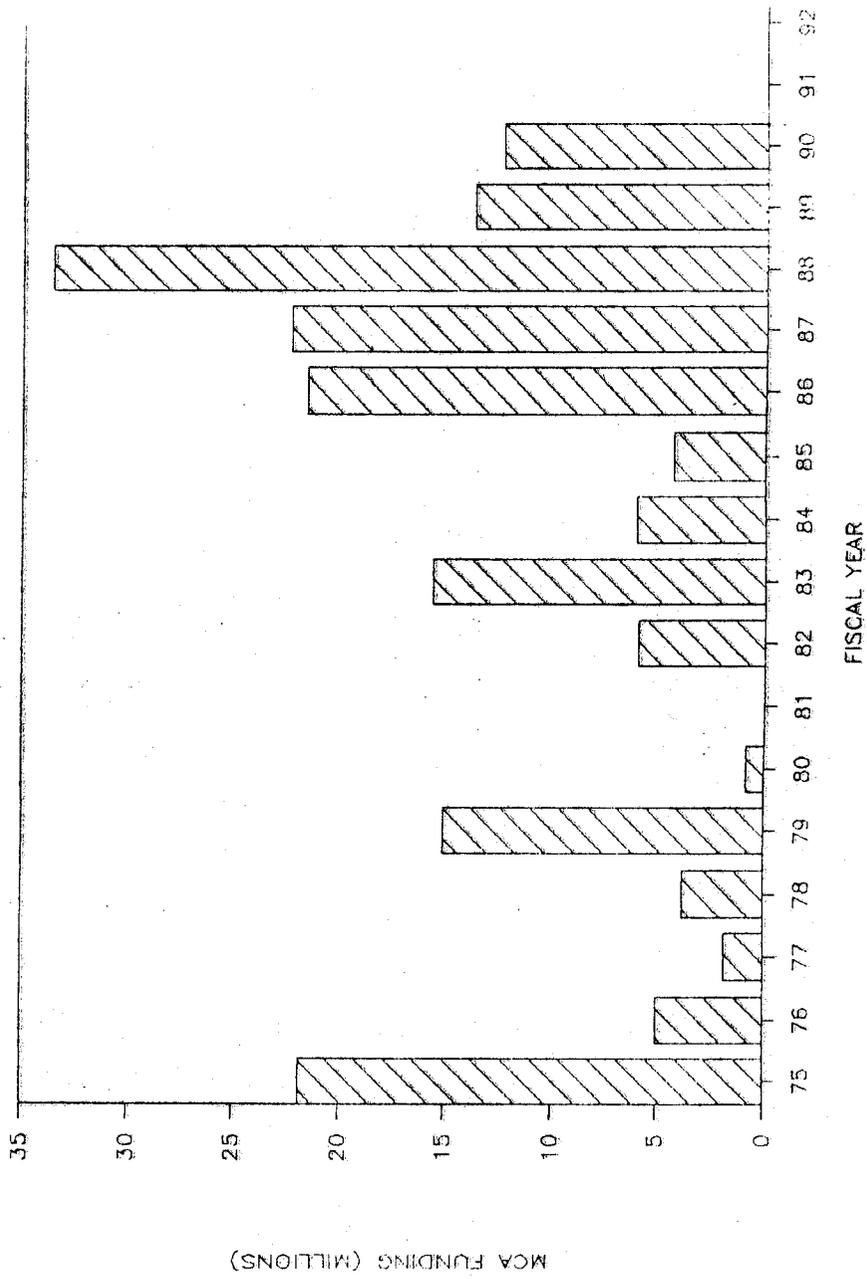
REPLACE 2% OF FACILITIES ANNUALLY

PROGRESSIVELY INCREASE M&R EFFORT

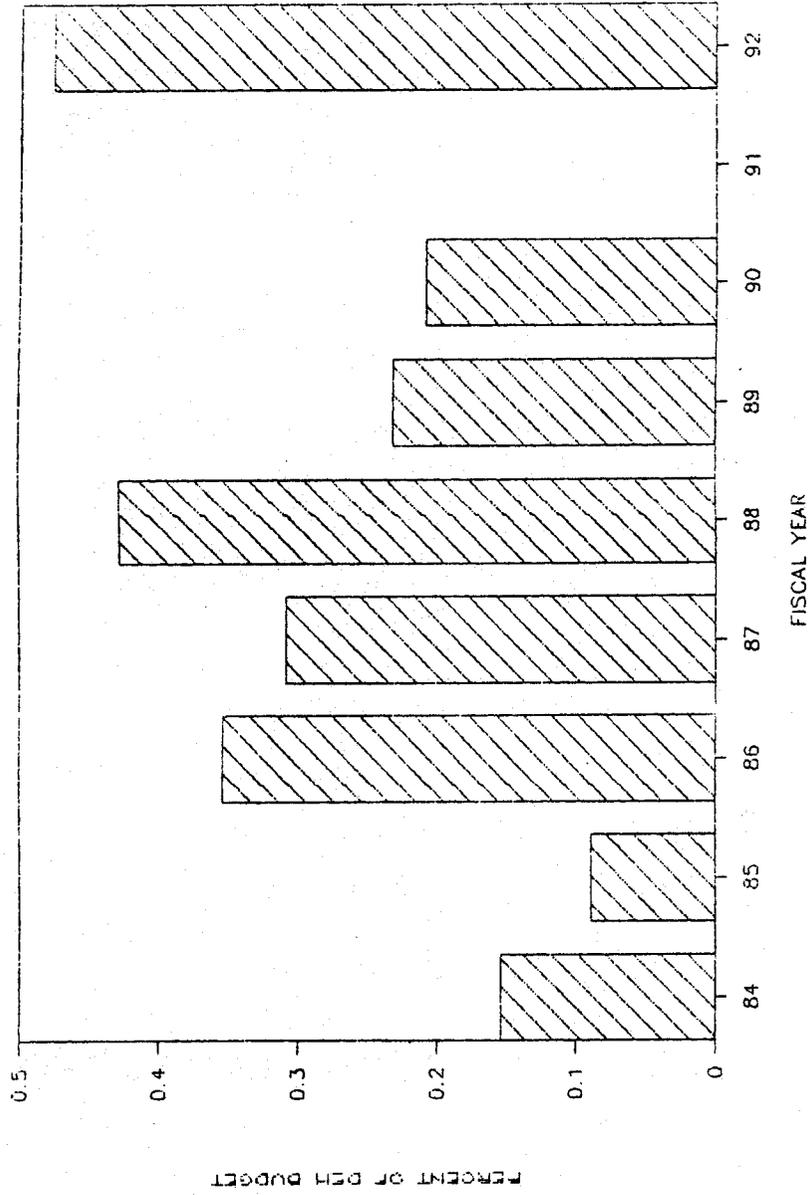
UTILITY DISTRIBUTION SYSTEM CONDITION REPORT
TOTAL
ESTIMATED AGE IN % OF SYS
LENGTH
(LFT)
AT
DESIGN LIF

SYSTEM	TOTAL LENGTH (LFT)	DESIGN LIFE YRS	UNDER 5 YRS	5 - 30	DESIGN LIF
GAS	234,500	30	15%	20%	65%
WATER	560,000	50	10%	10%	80%
SEWER	290,000	50	10%	10%	80%
ELEC	1,244,000	25	20%	30%	50%
STEAM	124,250	25	10%	10%	80%

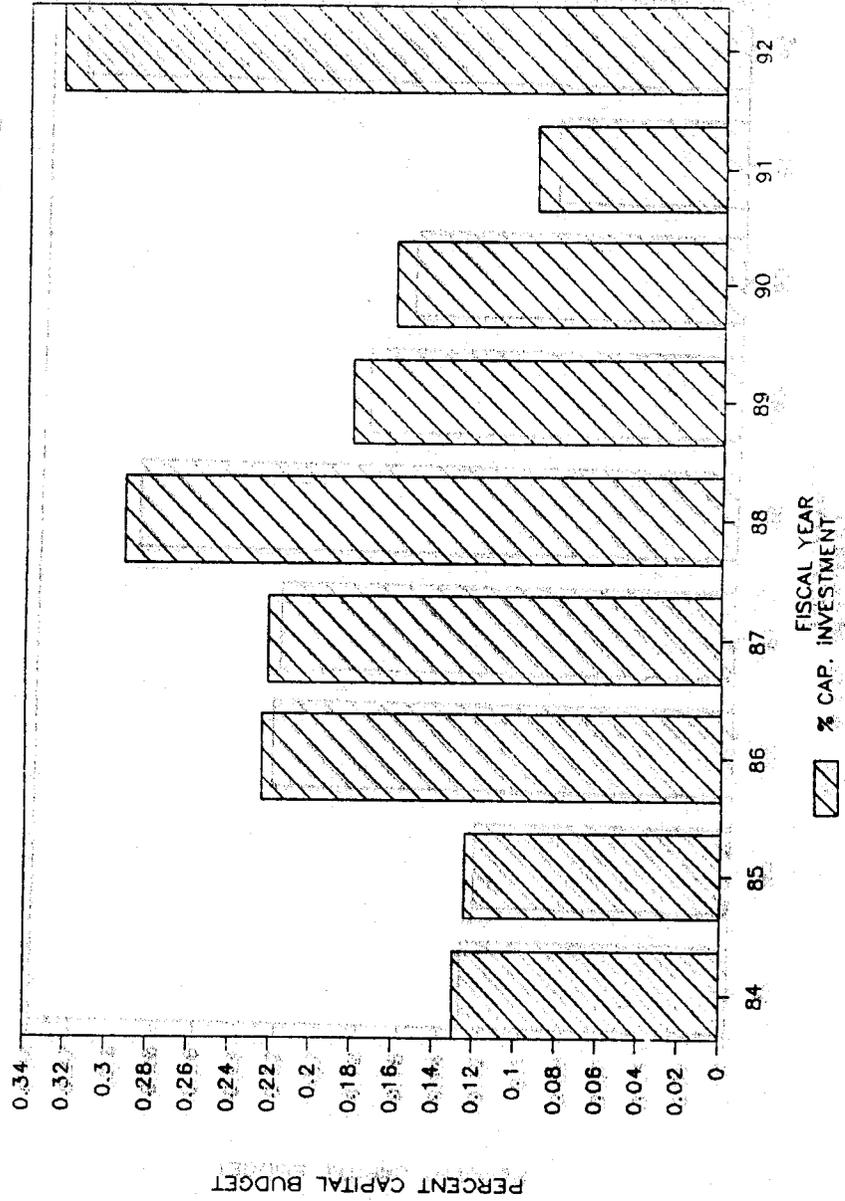
USMA MCA FUNDING HISTORY



MCA/TOTAL DEH BUDGET



USMA % CAPITAL INVESTMENT VS BUDGET



ALTERNATIVE FUND SOURCES

NAF

AOG

GIFTS

THIRD PARTY (HOTEL)

SHARE (HOUSING)

CONCLUSION

**UNDER FUNDED
DELAYS IN CAPITAL RENEWAL
INCREASE OPERATING AND
M&R COSTS**

THE BOARD OF VISITORS

BRIEFING

VALUES OF WEST POINT GRADUATES*

COMPARED WITH

VALUES OF OTHER GROUPS

PURPOSE:

**TO PRESENT DATA ON HOW THE VALUES OF WEST POINT
GRADUATES COMPARE TO VALUES OF SOLDIERS AND
OTHER OFFICERS AND SOCIAL GROUPS**

***(INCLUDING SENIORS AS A SURROGATE)**

**5 DECEMBER 1988
1430 HOURS**

Enclosure 3 to Appendix IV

BACKGROUND

REQUEST FROM BOARD TO CONTRAST:

**"ATTITUDES AND VALUES OF GRADUATING
WEST POINT SECOND LIEUTENANTS"**

WITH

**"SECOND LIEUTENANTS OF OTHER ACCESSION
SOURCES,"**

**"THE GENERAL SOLDIER POPULATION AT
THE PFC/E4 LEVEL," AND**

"SOCIETY AS A WHOLE"

Source: Mr. Bayer, 11 May 1988

SOURCES

- ARMY YEAR OF VALUES SURVEY -- SOLDIER VALUES, CORE AMERICAN VALUES (1986). [15 ITEMS]
- USMA STUDY OF ATTRIBUTES ESSENTIAL TO A PLATOON LEADER (1987). [24 ITEMS]
- WEST POINT STUDY GROUP SURVEY OF CYNICAL OR MACHIAVELLIAN ATTITUDES AMONG PLATOON LEADERS (1977). [13 ITEMS]
- NATIONAL OPINION RESEARCH CENTER STUDY OF INSTRUMENTAL AND TERMINAL VALUES (1968). [36 ITEMS]
- USMA STUDY OF OFFICER VALUES, STAFF & FACULTY (1972), COMMAND AND STAFF COLLEGE ATTENDEES (1978). [36 ITEMS]
- AMERICAN INSTITUTES FOR RESEARCH STUDY OF CAREER COMMITMENT TO ROTC. [14 ITEMS]
- OPINION RESEARCH CORPORATION SURVEY OF MORAL AND ETHICAL PRACTICES OF OCCUPATIONAL GROUPS (1981, 1983, 1985). [7 ITEMS]
- SURVEY OF CADETS (CLASSES OF '92, '88 AND '89)

ARMY YEAR OF VALUES SURVEY:

-- CORE SOLDIER VALUES

-- CORE AMERICAN VALUES

BRIEFING STRUCTURE

-DATA FROM EACH OF SIX SURVEYS IS CONTRASTED WITH DATA FOR USMA CADETS.

-AFTER EACH SURVEY - ONE PAGE OF CONCLUSIONS.

PROPORTION WHO BELIEVE THAT EACH VALUE IS VERY IMPORTANT OR EXTREMELY IMPORTANT

VALUE	OFFICERS			
	USMA		STATIONED	
	CL '89	AT USMA	E1-E4	2ND LT
	OCT '88	SEP '86	SEP '86	SEP '86
TAKING RESPONSIBILITY FOR YOUR ACTIONS AND DECISIONS	.95	.97	.88	.98
BEING OPEN, HONEST, AND TRUTHFUL	.90	.96	.85	.98
STANDING UP FOR WHAT YOU FIRMLY BELIEVE IS RIGHT	.89	.93	.92	.94
DEDICATION TO SERVING THE UNITED STATES, EVEN TO RISKING YOUR LIFE IN ITS DEFENSE	.86	.88	.72	.84
PUTTING GOOD OF FELLOW SOLDIERS, UNIT AND NATION BEFORE YOUR OWN WELFARE	.84	.90	.55	.83
BEING DISCIPLINED AND COURAGEOUS IN BATTLE	.83	.83	.78	.85
DEDICATION TO LEARNING YOUR JOB AND DOING IT WELL	.82	.92	.83	.94
LOYALTY TO YOUR UNIT OR ORGANIZATION	.80	.85	.63	.81
LOYALTY TO THE UNITED STATES ARMY	.77	.83	.77	.82
BUILDING AND MAINTAINING PHYSICAL FITNESS AND STAMINA	.76	.74	.73	.79
COMMITMENT TO WORKING AS A MEMBER OF A TEAM	.73	.88	.73	.84
HIGH MORAL STANDARDS BOTH ON AND OFF DUTY	.72	.87	.72	.88
PERSONAL DRIVE TO SUCCEED IN YOUR WORK AND ADVANCE	.72	.82	.82	.91
WORKING WITH OTHERS TACTFULLY AND WITH MILITARY COURTESY	.53	.66	.70	.75
EXHIBITING EXCELLENT MILITARY BEARING AND APPEARANCE	.52	.73	.65	.74
MEAN	.775	.850	.751	.860
N =	323	50 ^b	7000 ^b	400 ^b

Sources: Sep '86 Survey by Soldier Support Center and Cadet Survey.

^bEstimated from weighted results; Total number of officers -- 3888; Total enlisted -- 11,990.

CONCLUSIONS FROM ARMY "YEAR OF VALUES" SURVEY

- . CADETS, OFFICERS AT USMA, ENLISTED, AND LIEUTENANTS RATE ALL FIFTEEN STATEMENTS AS HIGHLY IMPORTANT.

- . ALL GROUPS RATE RESPONSIBILITY, HONESTY, AND MORAL COURAGE AT THE TOP IN IMPORTANCE.

- . ALL GROUPS PLACE LEAST EMPHASIS ON TACT, AND BEARING AND APPEARANCE.

- . ENLISTED RATE UNIT LOYALTY, DEDICATION AND SELFLESS SERVICE LOWER THAN OTHER GROUPS.

- . IN VALUE PRIORITIES, CADETS ARE MOST SIMILAR TO OFFICERS STATIONED AT USMA ($r = .86$). THEY ARE SIMILAR TO LIEUTENANTS ($r = .76$). THEY ARE LEAST SIMILAR TO E1-E4'S ($r = .43$).

**WEST POINT STUDY GROUP SURVEY OF
ATTRIBUTES DESIRED IN PLATOON LEADERS**

IMPORTANCE OF ATTRIBUTES FOR PLATOON LEADERS TO POSSESS,
AS RATED BY COMMANDERS FROM THREE SOURCES OF COMMISSIONING,
PLATOON SERGEANTS, AND CADETS (CLASS '89)

ATTRIBUTE	OFFICERS			PLT SGTS	USMA CL'89
	USMA	ROTC	OCS		
SENSE OF INTEGRITY	1*	3*	2*	9*	6*
STRENGTH OF CHARACTER	2*	8*	5*	10*	2*
TROOP LEADERSHIP SKILLS	3*	1*	1*	2*	7*
DEVOTION TO DUTY	4*	4*	4*	10*	8*
INITIATIVE	5*	5*	8*	15	17
GETTING THE JOB DONE	6*	9*	9*	8*	13
ABILITY TO LEARN FROM MISTAKES	7*	2*	6*	3*	3*
ABILITY TO PERFORM UNDER STRESS	8*	7*	10*	4*	4*
IMAGINATION & DRIVE	9*	11	11	-a	10*
CONCERN FOR WELFARE OF TROOPS	10*	6*	7*	1*	1*
WARRIOR INSTINCTS FOR COMBAT	10*	10*	3*	13	15
PERSISTENCE UNDER ADVERSITY	12	12	13	17	11
MATURITY	13	13	12	5*	9*
SPECIFIC JOB KNOWLEDGE	14	14	17	13	20
UNDERSTANDING OF ARMY OFFICER ROLE	15	18	16	6*	21
INTELLIGENCE	16	19	18	17	15
RESOURCEFULNESS	16	17	19	16	14
DEVELOPING SUBORDINATES	18	15	15	13	18
ABILITY TO TALK WITH TROOPS	19	16	14	7*	5*
PHYSICAL FITNESS	19	20	19	22	12
SPECIFIC JOB SKILLS	21	22	21	20	19
POTENTIAL FOR ADVANCEMENT	21	23	24	22	24
WRITTEN COMMUNICATION	23	21	23	22	23
BEARING AND APPEARANCE	24	24	21	19	22

^aNo data; not ranked.

*Top Ten Attributes.

Note: Tied ranks are truncated. Source of data: Butler (1988) & Class of 1989 Survey.

CONCLUSIONS FROM SURVEY OF PLATOON LEADER ROLE

. CADETS ARE MODERATELY SIMILAR TO ALL FOUR ARMY GROUPS TESTED: CORRELATIONS RANGE FROM .66 TO .73.

. ALL GROUPS LIST: "CHARACTER, INTEGRITY, DEVOTION TO DUTY, TROOP LEADERSHIP SKILLS, ABILITY TO LEARN FROM MISTAKES AND TO PERFORM UNDER STRESS, AND CONCERN FOR THE WELFARE OF TROOPS" AMONG THE TEN MOST IMPORTANT TRAITS.

. CADETS RANK "INITIATIVE" AND "GETTING THE JOB DONE" LOWER THAN OFFICERS. ON THESE TWO ATTRIBUTES THEY ARE VERY SIMILAR TO PLATOON SERGEANTS.

. CADETS RANK "CONCERN FOR THE WELFARE OF TROOPS" AS MOST IMPORTANT. THEY ALSO RANK "ABILITY TO TALK WITH TROOPS" AND "MATURITY" QUITE HIGH, IN THIS REGARD THEY ARE SIMILAR TO PLATOON SERGEANTS.

PROPORTION OF MACHIAVELLIAN RESPONSES

(NOTE: FOR SOME STATEMENTS AGREE IS CYNICAL; FOR OTHERS, DISAGREE IS CYNICAL)

	USMA 1° CADETS CL '88	USMA 1° CADETS CL '89	USMA NEW CADETS CL '92	PLATOON LEADERS USMA 1977	PLATOON LEADERS NON-USMA 1977
<u>AGREE IS MACHIAVELLIAN</u>					
GENERALLY SPEAKING, PEOPLE WON'T WORK UNLESS THEY ARE FORCED TO SO	.27	.26	.25	.45	.34
IT IS HARD TO GET AHEAD WITHOUT CUTTING CORNERS HERE AND THERE	.29	.27	.31	.45	.63
IT IS SAFER TO ASSUME THAT ALL PEOPLE HAVE A VICIOUS STREAK AND IT WILL COME OUT WHEN THEY ARE GIVEN A CHANCE	.30	.26	.35	.25	.28
ANYONE WHO COMPLETELY TRUSTS ANYONE ELSE IS ASKING FOR TROUBLE	.39	.33	.27	.41	.54
<u>DISAGREE IS MACHIAVELLIAN</u>					
HONESTY IS THE BEST POLICY IN ALL CASES	.32	.32	.11	.12	.22
MOST PEOPLE ARE BASICALLY GOOD AND KIND	.33	.34	.26	.42	.32
THERE IS NO EXCUSE FOR LYING TO SOMEONE ELSE	.41	.43	.19	.21	.30
ONE SHOULD TAKE ACTION ONLY WHEN SURE IT IS MORALLY RIGHT	.44	.28	.23	.36	.46
MOST PEOPLE WHO GET AHEAD IN THE WORLD LEAD CLEAN, MORAL LIVES	.57	.63	.54	.62	.61
AVERAGE PROPORTION MACHIAVELLIAN	.364	.347	.278	.365	.411
SAMPLE SIZE	657	323	1311	362	461

Note: Higher scores represent greater Machiavellianism.

**WEST POINT STUDY GROUP SURVEY OF CYNICAL OR
MACHIAVELLIAN ATTITUDES AMONG PLATOON LEADERS**

CONCLUSIONS FROM STUDY OF MACHIAVELLIAN ATTITUDES

.CADETS ENTER WITH FAIRLY LOW MACHIAVELLIAN ATTITUDES.
(28%)

.CADETS, AS FIRST CLASSMEN, HAVE SLIGHTLY HIGHER
MACHIAVELLIAN SCORES. (35-36%)

.PLATOON LEADERS FROM USMA ARE THE SAME AS USMA FIRST
CLASSMEN IN MACHIAVELLIANISM. (36%)

.PLATOON LEADERS FROM OTHER SOURCES OF COMMISSIONING
ARE HIGHER IN MACHIAVELLIANISM. (41%)

**NATIONAL OPINION RESEARCH CENTER STUDY OF INSTRUMENTAL
AND TERMINAL VALUES IN GENERAL PUBLIC AND COLLEGE
GRADUATES (1968).**

PLUS

**USMA STUDY OF THESE VALUES AMONG STAFF AND FACULTY
(1972) AND COMMAND AND STAFF ATTENDEES (1978).**

PLUS

LONGITUDINAL VALUE STUDY OF THE CLASS OF 1981.

TERMINAL VALUES RANKED MEANS

ATTRIBUTES	OFFICERS		CLASS OF '81		NATIONAL	SAMPLES
	USMA FAC 1972	C&GSC 1978	CBT 1977	SPRING 1981	ALL MALES	COLLEGE EDUCATED
FAMILY SECURITY	1	2	7	7	2	1
SELF-RESPECT	2	1	1	4	6	6
A SENSE OF ACCOMPLISHMENT	3	3	3	6	7	5
FREEDOM	4	4	2	1	3	3
WISDOM	5	6	4	8	8	4
HAPPINESS	6	5	6	3	5	10
AN EXCITING LIFE	7	10	12	10	18	16
MATURE LOVE	8	9	11	2	14	11
INNER HARMONY	9	7	10	9	13	9
TRUE FRIENDSHIP	10	11	5	5	11	7
NATIONAL SECURITY	11	12	8	14	10	12
A WORLD AT PEACE	12	13	9	13	1	2
SALVATION	13	17	14	11	12	14
EQUALITY	14	16	13	16	9	8
SOCIAL RECOGNITION	15	15	15	15	16	17
A COMFORTABLE LIFE	16	8	16	12	4	13
A WORLD OF BEAUTY	17	18	18	18	15	15
PLEASURE	18	14	17	17	17	18

Source of data: Waters, 1978; Priest & Bridges, 1984.

INSTRUMENTAL VALUES RANKED MEANS

ATTRIBUTES	OFFICERS		CLASS OF '81		NATIONAL	SAMPLES
	USMA FAC 1972	C&GSC 1978	CBT 1977	SPRING 1981	ALL MALES	COLLEGE EDUCATED
HONEST	1	1	1	1	1	1
RESPONSIBLE	2	2	2	2	3	2
CAPABLE	3	3	6	7	8	10
COURAGEOUS	4	4	5	3	5	5
LOGICAL	5	6	9	10	16	11
INDEPENDENT	6	7	15	6	11	9
BROADMINDED	7	9	7	8	4	3
SELF-CONTROLLED	8	8	3	4	10	6
AMBITIOUS	9	5	4	12	2	4
IMAGINATIVE	10	10	18	15	18	15
HELPFUL	11	11	8	9	7	7
INTELLECTUAL	12	12	14	14	15	8
FORGIVING	13	13	13	11	6	12
LOVING	14	14	11	5	14	13
CHEERFUL	15	15	17	13	12	14
POLITE	16	16	12	16	13	16
OBEDIENT	17	18	10	17	17	18
CLEAN	18	17	16	18	9	17

Source of data: Waters, 1978; Priest & Bridges, 1984.

CONCLUSIONS FROM STUDY OF TERMINAL AND
INSTRUMENTAL VALUE IMPORTANCE

- .CADETS VALUES WERE MORE SIMILAR TO OFFICER VALUES THAN THEY ARE TO VALUES OF THE GENERAL POPULATION.
(Source: Priest & Bridges, 1984)

- .LIKE OFFICERS, CADETS PLACED A HIGH VALUE ON "FREEDOM SELF-RESPECT, AND WISDOM"; ALSO ON BEING "HONEST, RESPONSIBLE, COURAGEOUS AND CAPABLE".

- .CADET VALUES CHANGED OVER FOUR YEARS -- "AMBITION" DECREASED, "INDEPENDENCE" AND "LOVING" INCREASED.

- .CADETS VALUED "TRUE FRIENDSHIP" MORE THAN OFFICERS OR CIVILIAN GROUPS; THEY VALUED "FAMILY SECURITY" LESS.

- .CIVILIAN GROUPS VALUED "EQUALITY," A "WORLD AT PEACE," AND BEING "BROAD MINDED" AND "HELPFUL" MORE THAN MILITARY GROUPS.

**AMERICAN INSTITUTES OF RESEARCH STUDY OF
VALUE PRIORITIES IN ROTC - RELATED AND
COMPARABLE GROUPS (1975)**

PROPORTION OF EACH GROUP WHO CONSIDER THE VALUE IN THE TOP THREE IN IMPORTANCE

BRIEF DESCRIPTION	USMA CL '89	HIGH SCHOOL NON-JROTC	HIGH SCHOOL JROTC	COLLEGE NON-ROTC	COLLEGE ROTC	ROTC COMMISSIONED OFFICERS	
						RESERVE	R/A
INDEPENDENCE	.45	.57	.43	.57	.46	.43	.42
PATRIOTISM	.45	.09	.21	.05	.17	.16	.20
BENEVOLENCE	.34	.37	.23	.42	.28	.24	.19
SUPPORT	.31	.50	.45	.38	.32	.29	.28
RELIGIOUSNESS	.31	.21	.28	.31	.20	.19	.12
EQUALITARIANISM	.29	.23	.19	.25	.27	.29	.23
RECOGNITION	.28	.25	.28	.18	.25	.22	.32
LEADERSHIP	.28	.09	.19	.09	.27	.22	.35
PRAGMATICISM	.26	.11	.09	.17	.20	.36	.40
INTELLECTUALISM	.21	.18	.21	.26	.25	.34	.24
ACCEPTANCE OF AUTHORITY	.20	.05	.12	.05	.10	.11	.11
NEED FOR UNIQUENESS	.17	.15	.07	.10	.12	.08	.07
CONFORMITY	.12	.12	.19	.06	.09	.03	.01
AESTHETICISM	.12	.09	.05	.11	.05	.06	.05
SAMPLE SIZE:		323	542	547	879	754	233

Source: Study of Career Commitment in ROTC Commissioned Officers (1975).

CONCLUSIONS FROM STUDY OF VALUES IN ROTC - RELATED GROUPS

.OUR CADET SENIORS ARE MODERATELY SIMILAR TO COLLEGE STUDENTS ENROLLED IN ROTC IN 1975 (R = .75).

.WE ARE SOMEWHAT LESS SIMILAR TO ARMY OFFICERS COMMISSIONED FROM ROTC (.62) AND LEAST SIMILAR TO HIGH SCHOOL STUDENTS NOT ENROLLED IN ROTC (.56).

.ALMOST ALL GROUPS CHOSE INDEPENDENCE, AND SUPPORT IN THEIR TOP FIVE VALUES.

.ALMOST ALL GROUPS CHOSE CONFORMITY, AESTHETICISM, NEED FOR UNIQUENESS, AND ACCEPTANCE OF AUTHORITY LEAST OFTEN IN THEIR TOP THREE VALUES.

.USMA CADETS TENDED TO CHOOSE PATRIOTISM AMONG THEIR TOP THREE VALUES MORE OFTEN THAN ANY OTHER GROUP. THEY ARE ALSO RELATIVELY HIGH IN RELIGIOUSNESS.

.COMPARED TO YOUNGER GROUPS, USMA CADETS WERE LOWER ON VALUING SUPPORT.

**OPINION RESEARCH CORPORATION STUDY OF PUBLIC
PERCEPTIONS OF ETHICAL AND MORAL PRACTICES
OF OCCUPATIONAL GROUPS (1981-1985)**

PROPORTION OF GENERAL PUBLIC AND CADETS WHO
RATED THE ETHICAL AND MORAL PRACTICES OF EACH
OCCUPATION AS EXCELLENT OR GOOD

<u>OCCUPATIONAL GROUP</u>	<u>USMA CLASS CL '89</u>	<u>1981 ORC^a POLL</u>	<u>1983 ORC^a POLL</u>	<u>1985 ORC^a POLL</u>
MILITARY LEADERS	.85	.55	.47	.48
PHYSICIANS	.84	.75	.70	.76
COLLEGE PROFESSORS	.80	.60	.66	.69
AVERAGE WORKERS	.43	.72	.72	.74
FEDERAL GOVERNMENT OFFICIALS	.39	.23	.25	.33
LAWYERS	.37	.45	.44	.43
LABOR UNION LEADERS	.22	.23	.21	.23

^aSource: Lipset, Public Opinion Quarterly (1986) sample sizes for the ORC Survey not given.

CONCLUSIONS FROM STUDY OF RATINGS OF MORAL AND
ETHICAL PRACTICES OF OCCUPATIONAL GROUPS

.CADETS TEND TO VIEW THE ETHICAL AND MORAL PRACTICES OF "PHYSICIANS, COLLEGE PROFESSORS, LAWYERS, FEDERAL GOVERNMENT OFFICIALS, AND LABOR UNION LEADERS" IN ABOUT THE SAME WAY AS THE GENERAL PUBLIC.

.CADETS, AS EXPECTED, TENDED TO VIEW THE ETHICAL AND MORAL PRACTICES OF "MILITARY LEADERS" AS THE HIGHEST OF SEVEN GROUPS.

.CADETS HAVE A LOWER VIEW OF THE ETHICAL AND MORAL PRACTICES OF AVERAGE WORKERS THAN DOES THE GENERAL PUBLIC.

SIMILARITY OF WEST POINT CLASS OF 1989 TO OTHER GROUPS

<u>PLATOON LEADER TRAITS (1987)</u>	<u>CORRELATION</u>
COMPANY AND BATTALION COMMANDERS FROM USMA	66
PLATOON SERGEANTS	69
COMPANY AND BATTALION COMMANDERS FROM OCS	72
COMPANY AND BATTALION COMMANDERS FROM ROTC	<u>73</u>
<u>AMERICAN INSTITUTE OF RESEARCH STUDY OF ROTC - RELATED GROUPS (1975)</u>	
HIGH SCHOOL STUDENTS NOT IN ROTC	56
COLLEGE STUDENTS NOT IN ROTC	57
OFFICERS FROM ROTC IN ARMY RESERVES	61
OFFICERS FROM ROTC IN REGULAR ARMY	62
HIGH SCHOOL STUDENTS IN JROTC	65
COLLEGE STUDENTS IN ROTC	<u>75</u>
<u>ARMY "YEAR OF VALUES" STUDY OF CORE SOLDIER & AMERICAN VALUES</u>	
E5-E6	36
E7-E9	42
ENLISTED, STATIONED NON-USMA	43
E1-E4	43
ENLISTED, STATIONED AT USMA, SOLDIER SUPPORT SURVEY	60
ARMY PERSONNEL IN EUROPE - OFFICER, ENLISTED, CIVILIAN	60
CLASS OF 1991 AT ENTRANCE (1987)	66
ARMY COLONELS	75
2ND LIEUTENANTS	76
OFFICERS STATIONED AT OTHER DUTY STATIONS (NOT AT USMA)	81
OFFICERS STATIONED AT USMA	<u>86</u>
<u>MACHIAVELLIAN ATTITUDES</u>	
PLATOON LEADERS FROM ROTC OR OCS (1977)	33
PLATOON LEADERS FROM USMA (1977)	42
USMA NEW CADETS BEFORE BEAST, CL '92 (1988)	60
USMA 1 ^o , CLASS OF 1988	<u>86</u>
<u>ORC SURVEY -- 7 ITEMS</u>	
GENERAL PUBLIC, RATING OF ETHICS IN OCCUPATIONS	<u>65</u>

CONCLUSIONS FROM SIMILARITY ANALYSIS

- . CADETS ARE SIMILAR TO OFFICERS AND TO PLATOON SERGEANTS IN THEIR PERCEPTION OF THE ATTRIBUTES WHICH THE PLATOON LEADER SHOULD POSSES.

- . CADETS ARE MORE SIMILAR TO ROTC GROUPS (IN HIGH SCHOOL, COLLEGE AND THE OFFICER CORPS) THAN THEY ARE TO NON-ROTC GROUPS IN VALUES.

- . CADETS ARE LEAST SIMILAR IN VALUES TO ENLISTED SOLDIERS, ON CORE AMERICAN AND CORE SOLDIER VALUES.

- . CADETS DO NOT STRONGLY RESEMBLE PLATOON LEADER PATTERNS ON PARTICULAR MACHIAVELLIAN ATTITUDES.

- . CADET PERCEPTIONS OF THE MORAL PRACTICES OF VARIOUS OCCUPATIONS ARE SIMILAR TO THOSE OF THE GENERAL PUBLIC EXCEPT TOWARDS AVERAGE WORKERS.

CONCLUDING HIGHLIGHTS:

.CADETS, OFFICERS AT USMA, ENLISTED AND LIEUTENANTS BELIEVE THAT CORE AMERICAN AND CORE SOLDIER VALUES ARE HIGHLY IMPORTANT.

.CADETS RANK "CHARACTER, INTEGRITY AND DEVOTION TO DUTY" HIGHLY, AS ATTRIBUTES FOR A PLATOON LEADER TO HAVE. THEY RANK "INITIATIVE" LOW, RELATIVE TO OFFICERS.

.CADETS EXPRESS A LEVEL OF MACHIAVELLIAN ATTITUDE THAT IS ABOUT THE SAME AS USMA PLATOON LEADERS AND LESS THAN NON-USMA PLATOON LEADERS.

.CADET ARE MORE SIMILAR TO OFFICERS ON INSTRUMENTAL AND TERMINAL VALUES THAN THEY ARE TO THE GENERAL PUBLIC.

.CADETS RATE PATRIOTISM AND ACCEPTANCE OF AUTHORITY VALUES HIGH RELATIVE TO OTHER GROUPS.

.CADETS HAVE A RELATIVELY LOW REGARD FOR THE MORAL PRACTICES OF AVERAGE WORKERS AND A HIGHER THAN AVERAGE REGARD FOR THE MORAL PRACTICES OF MILITARY LEADERS.

GENERALLY, CADETS ARE MORE SIMILAR TO OFFICERS IN VALUES THAN THEY ARE TO OTHER GROUPS, BUT ALL GROUPS APPEAR TO SHARE A COMMON CORE OF BASIC VALUES.

Information Update to
the 1988 USMA Board of Visitors
the 2002 Strategic Planning Project

THE STRATEGIC PLANNING PERIOD

- * Phase One of the 2002 project culminated in publication of the pamphlet, "2002: A Roadmap to Our Third Century" in March 1988.
- * Phase Two of the 2002 project incorporates the decennial accreditation self-study as the next major step in implementing the 2002 planning.
 - ** The 2002 pamphlet became the strategic guidance input for the decennial accreditation institutional self-study.
 - ** Scope: A major institution-wide review of goals, resources, programs, and outcomes in light of 2002.
 - ** Design: Nine Faculty and Staff Committees as follows:
 - Self-study Steering Committee / Working Group
 - Leader Development Coordination
 - Academic Program
 - Physical Development Program
 - Military Development Program
 - Cadets
 - Faculty and Teaching
 - Outcomes Analysis
 - Masters Degree Program
 - ** Timetable: Planning began in the fall of 1987.
 - Subcommittee studies began in spring of 1988.
 - Subcommittee reports completed in fall of 1988.
 - Institutional report to be completed, spring, 1989.
 - Accreditation visit occurs in fall, 1989.
 - ** Potentially significant recommendations:
 - Specific Academy goals
 - Specific program goals
 - System for prioritization and control of cadet time as a key institutional resource.
 - Reduction of the total volume of planned demands upon cadet time.
 - Recognized need for systematic outcomes model.
 - Review of staff and faculty responsibilities.
 - Review of Fourth Class System.

THE ORGANIZATIONAL PLANNING PERIOD

Leader Development Initiatives

The Structure at USMA for Leader Development

2002 Strategic Plan (providing strategic guidance).

Institutional self-study for decennial accreditation (developing goals and objectives for institution and programs).

Office of Leader Development Integration directly under the Superintendent.

Master's degree program at West Point (only in leader development and only for TACs)

Superintendent's Award (unit and individual).

Intellectual dimension of leader development

Revised engineering core curriculum for non-engineers.

Academic departments reorganized.

Review of development of historical-mindedness.

Visiting Professors' Panel Review.

Military/Physical dimensions of Leader Development

Commandant's Reorganization: Brigade Tactical Officer.

Cadets are the trainers at CBT and CFT (limited role for support units; faculty officers as platoon trainers).

Cadet Leader Development Roles in Summer Training at West Point or in Army unit: Second Class serve as NCO squad leaders; First Class, as officers.

Cadet rank structure revised to fit leader progression.

Cadet company structure revised.

Master fitness trainer.

Team-contact sport.

The Transition from Cadet Leader to Officer Leader

Separate First Class living accommodations.

Increased privileges for First Class (reduced for underclasses).

First Class are held accountable for self-discipline (e.g., spring fitness test given once).

First Class Commissioning Certification.

**Information Update to
the 1988 USMA Board of Visitors
on
the Consideration of a Leadership Institute
at West Point**

Events in 1987:

President of AOG expressed interest in a major undertaking as 2002 was developing.

Secretary Marsh' letter to Board of Visitors and reply.

Concept Briefings to AOG President and BOT.

Concept handed off from USMA to AOG.

Events in 1988:

AOG formation of internal committee under General Myer.

Committee recommends study of one of three concepts:

- (1) a small information exchange
- (2) a modest research and education center. (like Center for Creative Leadership)
- (3) a major graduate education institution

AOG voted (by a close vote) in October to study further the mid-ranged option.

Information Update to
the 1988 USMA Board of Visitors
on

the Chief of Staff's Special Commission
on the Honor Code and Honor System

* Objectives:

Review of goals of Code and relationship to leadership development and professional performance.
Assessment of how System contributes to these goals.
Assessment of balance between cadet and faculty/staff involvement in System.
Assessment of role of Code and System in helping USMA meet its purpose and mission now and in future.

* Length of Charter: Six months, to conclude in March 1989.

* Timetable:

Organizational Meeting in Washington D.C. on 31 October 1988, included briefings by USMA.
Meeting (Closed to Public) on 8,9 December 1988 at West Point.
Public Hearing in Washington D.C. in February, 1989, to hear testimony by members of the public.

* Membership:

Mr. Posvar, chair (Pres., U. of Pittsburgh)
Mr. Araskog (CEO, ITT)
Ms. Bailey (former FTC commissioner)
MG Graves (Commandant, Army War College)
MAJ Lupfer (Planner, Joint Staff)
GEN(R) Merritt (XVP of AUSA)
GEN(R) Robinson (consultant, Planning Research Corp.)
Mr. Rosser (Pres. NAICU)
Mr. Staats (Chair, Truman Scholarship Fdn.)
Mr. Sullivan (Judge, Court of Mil Appeals)
Ms. Woolsey (partner, Coopers and Lybrand)

UNITED STATES MILITARY ACADEMY

HOTEL THAYER DEVELOPMENT PROJECT

WEST POINT, NEW YORK

AGENDA

- HISTORICAL BACKGROUND
- ARCHITECTURAL ENGINEERING STUDY
- MARKET STUDY
- ACADEMY PLAN

AGENDA

- INTRODUCTION
- HISTORICAL BACKGROUND
- ARCHITECTURAL ENGINEERING STUDY
- TOUR
- MARKET UPDATE
- ACADEMY PLAN
- QUESTIONS, COMMENTS & ISSUES

HISTORICAL BACKGROUND

- 1920 Congress authorizes the Secretary of War to lease land to a private concern to erect and operate a hotel at West Point.
- 1926 A private concern completes construction at the approximate cost of \$1,632,000 and begins operation.
- 1943 Because of war restrictions, etc., the hotel company petitions for termination of the lease and USMA takes possession. Cost to the government is \$867,700.
- 1947 USMA completes construction of a dormitory annex with 42 rooms costing \$529,300.
- 1956 USMA renovates the main kitchen. \$457,000.
- 1964 USMA expands public space. \$747,100.

ARCHITECTURAL ENGINEERING STUDY

- EXAMINE EXISTING CONDITIONS
- IDENTIFY RENOVATION AND DEVELOPMENT POSSIBILITIES

ARCHITECTURAL ENGINEERING STUDY

Examination of Existing Conditions

- **Guest Rooms**
- **Public Areas**
- **Supporting Systems**

EXISTING CONDITIONS - ROOMS

Five different types of rooms with the following problems:

- **No Privacy**
 - Bathroom directly off bedroom
 - Entrance directly into bedroom and bathroom
- **Storage**
 - Insufficient closet space
 - Insufficient luggage space
- **Accommodation**
 - One or two small beds either twin or full size
 - Insufficient seating area
- **Facilities**
 - Small and insufficient bathroom
 - Substandard due to size, physical layout, bathroom, and furnishings

EXISTING CONDITIONS - PUBLIC AREAS (BASEMENT)

- **No separation between kitchen personnel and general personnel.**
- **5 different levels.**
- **10 different stairways.**
- **No main stairway.**
- **Vertical flow kitchen - dining.**
- **Different level between food storage and food preparation.**
- **Personnel lockers and toilets in kitchen storage area.**
- **3 levels in convention rooms and lawn terrace room.**
- **No provision for handicapped.**
- **Kitchen and food storage layout not functional.**
- **Lack of proper m/f toilets.**
- **No control over primary guest flow.**

EXISTING CONDITIONS - PUBLIC AREAS (1ST FLOOR)

- Four different levels.
- No handicap provisions.
- 13 different stairways in 2 main locations.
- No main stairs.
- Toilets - lack of mens room - too far from bar/restaurant.
- Complete interruption between annex and main lobby.
- Annex guest has to take stairs/elevators and find their way.
- No elevators in annex.

EXISTING CONDITIONS - PUBLIC AREAS (MEZZANINE)

- **Non-functional mens room location.**
- **Extra meeting room accessible only through other area.**
- **Only access to annex.**
- **Poor vertical accessibility.**
- **No main stairway.**

EXISTING CONDITIONS - MECHANICAL SYSTEMS (HVAC)

- EXISTING CONDITIONS
 - ✓ Guest Rooms: Console steam/electric
 - ✓ Bathrooms: Steam register/exhaust vent
 - ✓ Public: Steam register and central a/c
- PROBLEMS
 - ✓ Steam system 22 years old; difficult to control; water hammer noise.
 - ✓ Compressors serving incremental units are 22 years old; 7 years > useful life.
 - ✓ Blower motor bearings are old.
 - ✓ Kitchen steam pipes need to be replaced; catastrophic failure shuts down hotel for 3-6 months. Replacement shuts down hotel for 3 months (Dining Room & Kitchen)

EXISTING CONDITIONS - MECHANICAL SYSTEMS (ELECTRIC)

- EXISTING CONDITIONS
 - ✓ 2 separate transformers feed two main distribution switch gears
 - North side - main bldg a/c load
 - South side - rest of main bldg & annex

- PROBLEMS
 - ✓ PCBs
 - ✓ 2 fires in 2 years

NOTE: Replacement scheduled for NLT 4th Qtr FY 88

EXISTING CONDITIONS - MECHANICAL SYSTEMS (PLUMBING)

- EXISTING CONDITIONS
 - ✓ Cast iron soil and vent stacks.
 - ✓ Existing domestic water systems appear undersized.
 - ✓ 22 years old.
- PROBLEMS
 - ✓ Domestic booster pumps will require replacement within 2 years.

EXISTING CONDITIONS - MECHANICAL SYSTEMS (FIRE CONTROL)

- EXISTING CONDITION
 - ✓ Not 100% sprinklered.
 - ✓ Does not conform to most NY State Fire Code requirements.

ARCHITECTURAL ENGINEERING STUDY

Identification of Possibilities

- **Guest Rooms**
- **Public Areas**

MARKET UPDATE

- **USMA Master Plan**
- **Orange County/Hudson Valley**
- **Market Studies**

MARKET STUDY

Potential Lodging And Hospitality Market

	Transient	USMA	Group	Total
« 1987 »				
Occupied Room Nights	31,068	6,473	5,609	43,150
Percent of Total	72%	15%	13%	100%
« 1997 »				
Occupied Room Nights	37,000	10,000	24,000	72,000
Percent of Total	52%	14%	34%	100%

ACADEMY PLAN

- **Commit to a Major Project to Renovate and Develop the Hotel Thayer**
- **Form a Team With The U.S. Army Community and Family Support Center to Pursue the Project as a "Privatization" Initiative**

ACADEMY PLAN

Project Objectives

- **Modern lodging and banquet facilities to accommodate the many diverse groups who visit the Academy**
- **Appropriate conference and meeting facilities to attract and support academic, government, and business groups**
- **Professional management and operation to minimize Academy involvement and support**

ACADEMY PLAN

Acquisition ("Privatization") Plan

- **Approach - Negotiated Procurement Thru USACFSC**
- **Milestones**
 - Oct 88 - Draft Request For Proposl ***
 - Nov 88 - Pre Solicitation Conference**
 - Jan 89 - Formal Request For Proposal**
 - Feb 89 - Pre Proposal Conference**
 - Mar 89 - Closing Date**
 - Jun 89 - Proposal Evaluation and Contract Award ***
 - Jul 89 - Contract Administration ***

REQUEST FOR PROPOSALS

- SECTION I - Statement of Work
- SECTION II - Contract Terms and Conditions
- SECTION III - General Provisions
- SECTION IV - Instructions For Proposal Submittal
- SECTION V - Evaluation Factors For Award

REQUEST FOR PROPOSALS

SECTION I - Statement of Work

Background
Objectives
Feasibility
Marketing Plan
Development Program
Project Area
Conveyance
Title
Jurisdiction
Environmental Assessment
Historical Documentation
PCBs
Facility Description •
Architectural Requirements
Asbestos
Demolition
Milestones

Operation and Management
Utilities
Academy Support •
Pricing
Management Review
Operating Agreement •
Advertising

FACILITY DESCRIPTION

- **Guest Rooms**
- **Food and Beverage Outlets**
- **Grand Ballroom**
- **Meeting Facilities**
- **Executive Center**
- **Supporting Services**
- **Recreational Facilities**
- **Parking**

ACADEMY SUPPORT

- **Protocol**
- **Association of Graduates**
- **Office of Director of Intercollegiate Athletics**
- **Families and Guests of Cadets**
- **USMA Community Club**
- **Government TDY/PCS**
- **Annual Recurring Events**

OPERATING AGREEMENT

- **Fire and Police**
- **Utilities**
- **Access**
- **Permits**
- **Alcoholic Beverages**
- **Bad Credit**
- **Eviction of Tenants**
- **Tenant Referral**
- **Other**

REQUEST FOR PROPOSALS

SECTION II - Contract Terms and Conditions

Authority	As-built Drawings
Property to be Leased	Bonds
Purpose	Assignment
Duration	Mortgage
Definitions	Revenue Generating Activities
Contract Administration Fee	Eviction of Occupants
Name of Facility	Release of News Information
Regulatory Controls	Relationships, Etc.
Hold Harmless & Indemnification	Approvals Prior to Construction
Force Majeure	Randolph-Shepard Act
Right of Inspection	Construction Oversight
Liability Insurance	Approval of Financing
Fire Insurance	Staffing
Workman's Compensation	Payment For Services
Non-Discrimination	Subcontractors
Development Plans, Etc.	

REQUEST FOR PROPOSALS

SECTION III - General Provisions

Covenant Against Contingent Fees	Order of Precedence
Officials Not to Benefit	Termination
Gratuities	Examination of Records
Convict Labor	Indentification of Contractor or Employee
Contract Work Hours and Safety Standards Act	Inspection of Construction
Affirmative Action For Handicapped Workers	Permits and Responsibilities
Equal Opportunity	Differing Site Conditions
Affirmative Action For Special Disabled and Vietnam Vets	Site Investigations and Conditions Affecting Work Schedules For Construction Contracts
Notice to the Fund of Labor Disputes	Protection of Existing Vegetation, Etc.
Clean Air and Water	Specifications and Drawings For Construction
Disputes Clause	Davis-Bacon Act
Supplemental Agreement	

REQUEST FOR PROPOSALS
SECTION IV - Instructions For Proposal Submittal

- **Design/Construction Concept**
- **Management Operations Plan**
- **Financial Plan**
- **Statement of Qualifications and Experience**

DESIGN/CONSTRUCTION CONCEPT

- **Business Concept**
- **Functional Concept**
- **Facility Description**
- **Architectural Descriptions**
- **Hotel Design Program**
- **Infrastructure Evaluation**
- **Construction Milestone Schedule**
- **Organization and Qualifications of Construction Team**
- **Quality Assurance Plan**

MANAGEMENT OPERATIONS PLAN

- **Standard Operating Procedures**
- **Replacement of Furniture, Fixtures & Equipment**
- **Academy Support**
- **Operating Management Plan**
- **Management Transition Plan**
- **Organization and Qualifications of Management Team**

FINANCIAL PLAN

- **Proposed Lease Terms**
- **Capitalization Plan**
- **Proforma Income and Expense Statements**
- **Proforma Cash Flow Statement**
- **Schedule of Room Rates**

REQUEST FOR PROPOSALS
SECTION V - Evaluation Factors For Award

- **Basis For Award**
- **Scope of Evaluation**
 - Design and Construction**
 - Management/Operation**
 - Financial**

PROPOSAL EVALUATION AND CONTRACT AWARD

- PHASE I - Evaluate Technical and Cost Aspects of Offeror Proposals and Determine Competitive Range
- PHASE II - Evaluate Offeror Presentations
- PHASE III - Present Contracting Officer's Recommendation to the Superintendent's Contract Award Board for Decision
- PHASE IV - Forward Action to HQDA for Staffing
- PHASE V - Award Contract & Finalize Lease

PROPOSAL EVALUATION AND CONTRACT AWARD

Phase I - Proposal Evaluation Panel

- **Purpose - Evaluate Technical and Cost Aspects of Offeror Proposals and Determine Competitive Range**
- **Organization**
 - Chairman (Nonvoting)**
 - Three Subpanels**
 - Design and Construction**
 - Management and Operations**
 - Financial**

PROPOSAL EVALUATION AND CONTRACT AWARD

Phase I - Design and Construction Subpanel

- **Membership**
 - Facilities Modernization Committee Representative**
 - Director of Engineering and Housing Representative**
 - New York District Representative**
 - Project Consultant**
- **Responsibilities**
 - Evaluate Developer Design Proposals**
 - Evaluate Developer Project Organization and Construction Management Proposals**

PROPOSAL EVALUATION AND CONTRACT AWARD

Phase I - Management and Operations Subpanel

- **Membership**
 - USMA Representative**
 - USACFSC Representative**

- **Responsibilities**
 - Evaluate SOPs**
 - Evaluate Academy Support Proposals**
 - Evaluate Transition Plans**
 - Evaluate Marketing Plan**

PROPOSAL EVALUATION AND CONTRACT AWARD

Phase I - Finance Subpanel

- **Membership**
 - USMA Rep (MBA - Finance)
 - USMA Rep (Professional Engineer)
 - Industry Consultant

- **Responsibilities**
 - Evaluate Lease Terms
 - Evaluate Project Costs
 - Evaluate Proposed Financing
 - Evaluate Pro Forma Financial Statements

PROPOSAL EVALUATION AND CONTRACT AWARD

Phase II - Presentation Evaluation Board

- **Purpose - Evaluate Offeror Presentations**

- **Membership**
 - USMA Installation Planning Board**
 - USACFSC Representative**
 - Project Consultant**

PROPOSAL EVALUATION AND CONTRACT AWARD
PHASE III - Superintendent's Contract Award Board

- Purpose - Review and Approve the Contracting Officer's Recommendation For Award
- Membership - USMA Policy Board

PROPOSAL EVALUATION AND CONTRACT AWARD

- Phase IV - Forward Action to HQDA for Staffing
- Phase V - Award Contract & Finalize Lease

CONTRACT ADMINISTRATION PLAN

- Maintain Continuity With Project Team
USMA Program Director
USACFSC Contracting and Program Support
Project Consultant
- Task Organize and Phase Contract Administration
Phase I - Construction and Operation
Phase II - Operation

CONTRACT ADMINISTRATION PLAN
Phase I - Construction and Operations

Program Director

**Contract Management
(USACFSC)**

**Construction Team
(USMA)**

**DEH Representative
NYD Representative
Project Consultant**

Operations Team *
(USMA)

**Team Leader
Assistant**

CONTRACT ADMINISTRATION PLAN

Phase II - Operations

Program Director

Contract Management
(USMA)

Operations Team •
(USMA)

Team Leader
Assistant



BOARD OF VISITORS
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

May 9, 1988

LETTER OF APPOINTMENT

Under the provisions of paragraph 1.04 of the Rules of the Board of Visitors, the following members are appointed as the Executive Committee of the 1988 United States Military Academy Board of Visitors:

MR. WILLIAM D. MOUNGER, Chairman
REPRESENTATIVE OWEN N. PICKETT, Vice Chairman
MR. MICHAEL BAYER, Member
MS. MARTA T. CALDERA, Member
SENATOR DANIEL P. MOYNIHAN, Member
CONGRESSMAN HAMILTON FISH, JR., Member
CONGRESSMAN BILL LOWERY, Member

The members of the Executive Committee shall serve for a period commencing with their appointment until their reappointment or the appointment of the successors at next year's organizational meeting. The committee shall serve an oversight function as considered appropriate and necessary and shall report to the Board of Visitors at each meeting with its findings and recommendations. Its recommendations shall be taken up by the Board as agenda items.

A handwritten signature in cursive script, appearing to read "William D. Munger".

WILLIAM D. MOUNGER
Chairman
1988 USMA Board of Visitors

MATERIALS FURNISHED TO THE BOARD OF VISITORS

1987 BOV Report

Rules of the Board of Visitors

Minutes of the Organizational Meeting

Minutes of the Summer Meeting