



**UNITED
STATES
MILITARY
ACADEMY**

WEST POINT, NEW YORK

**REPORT
of the
1989
BOARD OF VISITORS**

DUTY

HONOR

COUNTRY

DECEMBER 31, 1989

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.

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 1989
Board of Visitors
United States Military Academy

Table of Contents

	<u>Page</u>
Appointment and Duties of the Board.....	1
Members of the Board of Visitors.....	1
Executive Secretary.....	2
Public Notice.....	2
Procedures.....	2
Convening of the Board.....	2
Conclusions and Recommendations.....	3
<u>Appendixes</u>	
I Summary of Actions Taken in Response to 1988 Recommendations.....	10
II Summarized Minutes April 10, 1989 Meeting.....	15
III Summarized Minutes August 10-11, 1989 Meeting.....	19
IV Summarized Minutes October 26-27, 1989 Meeting.....	163
V Letter Appointing the Executive Committee.....	273
VI Materials Furnished to the Board of Visitors - 1989.....	274

ANNUAL REPORT OF THE BOARD OF VISITORS
OF THE
UNITED STATES MILITARY ACADEMY
West Point, New York, December 31, 1989

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

Conrad Burns, Montana
Alfonse M. D'Amato, New York
York
Harry M. Reid, Nevada
Richard C. Shelby, Alabama

Representatives

George Darden, Georgia
Hamilton Fish, Jr., New
York
W.G. Hefner, North Carolina
Greg Laughlin, Texas
Bill Lowery, California

Presidential Appointees

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

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

Brigadier General (Retired) George B. Price, Personal
Manager for Miss Leontyne Price, Columbia, Maryland
(Appointed in 1987 to serve through 1989)

Mr. Edwin Meese III, Distinguished Fellow, Heritage
Foundation; Washington, D.C.
(Appointed in 1989 to serve through 1991)

Mr. Rhett B. Dawson, Senior Vice President, Law & Public
Policy, Potomac Electric Power Company, Washington, D.C.
(Appointed in 1989 to serve through 1991)

There is one Presidential position vacant.

3. EXECUTIVE SECRETARY. Lieutenant Colonel Michael J. Shestok, Executive Officer to the Superintendent, United States Military Academy (USMA), served as Executive Secretary to the Board from 1 January through 30 June 1989. Lieutenant Colonel Robert M. Currey, Secretary of the General Staff, USMA, served as the Executive Secretary to the Board from 1 July through 31 December 1989.

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 the 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 1989. Continuing a pattern of several years, the 1989 Board of Visitors held three meetings during the year. The first, an organizational meeting, was held in Washington, DC on 10 April 1989. A summer meeting was held at West Point, 10 and 11 August 1989. The required annual meeting of the Board was held at West Point, 26 and 27 October 1989.

b. 10 April 1989, Washington, DC. The organizational meeting of the 1989 Board was held in the Russell Senate Office Building and was attended by five Presidential appointees, two members from the House of Representatives and an administrative assistant from the Senate. Quorum (6 members including one from Congress) was achieved. Mr. Mounger was elected Chairman and Mr. Grebe, Vice Chairman. Mr. Mounger appointed members of the Executive Committee in addition to the Chairman and Vice Chairman: Senator Shelby, Representatives Fish, Laughlin and Lowery, and BG(Ret) Price. The Board selected meeting dates for two more meetings during the year. Summarized minutes for this meeting are at Appendix II.

c. 10-11 August 1989, West Point, NY. The summer meeting at West Point was attended by three Presidential appointees and one congressman on the first day. The second day of the meeting was attended by four Presidential appointees, one congressman and one senator. During the

meeting, the Board received reports on Leader Opportunities in the Corps, Enrichment Opportunities, the Bicentennial Plan, OSHA Review, Academy Environmental Issues, Active Duty Service Obligation, Women's Issues at West Point, and the Middle States Accreditation. The Board received updates on a Summary of the 1988-89 Honor Reviews and the 1989 Thayer Award Ceremony. Additionally, some members of the Board observed the Cadet Basic Training March-In and the Class of 1992 Promotion Ceremony. Board members also toured some of the ongoing construction projects. Summarized minutes for this meeting are at Appendix III. This meeting was open to the public.

d. 26-27 October 1989, West Point, NY. The annual meeting of the 1989 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 four Presidential appointees, and one congressman the first day while the second day saw three Presidential appointees and four congressmen. 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 IV) and in paragraph 7 below. Summarized minutes for this meeting are at Appendix IV. This meeting was open to the public.

7. CONCLUSIONS AND RECOMMENDATIONS.

a. General Conclusions.

The 1989 Board of Visitors is strongly convinced that the United States Military Academy is effectively fulfilling its "Purpose" and "Mission." The Academy is conveying the concepts of Duty, Honor, Country into the Corps of Cadets and is sufficiently planning for their continuing imbueement through the 2002 Project.

Especially lauded is the clarity of foresight of LTG Dave R. Palmer evidenced by the "2002 Strategic Guidance." Under General Palmer's supervision, "The Institutional Self Study" instigated for the Fifth Decennial Accreditation of the Middle States Association of Colleges and Schools is very praiseworthy. General Palmer deserves particular recognition for his strategic vision in rapidly installing the most pertinent aspects of the self study.

BG Roy K. Flint, Dean of the Academic Board, is commended for implementing major structural changes in the academic departments with maximum flexibility to enhance the "Enrichment Program." The resulting reduction in required subjects should increase the quality of time the cadets concentrate on academics.

MG Fred A. Gorden has again demonstrated that he is an outstanding Commandant of Cadets. He is continuing to refine the New Leadership Development Program which assigns additional responsibilities to each class with a concomitant adjustment of the Tactical Officer to front line leader developer. Additionally, General Gorden is lauded for reducing the testing requirements of physical education with no lessening of physical standards and for the proper integration of both physical education and military science with all other academics.

The Board met in Washington, D.C., on 10 April, 1989, and at the United States Military Academy on 10-11 August and 26-27 October 1989. 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 with the continuing development of the New South Post and the official opening of the Visitors' Center, Gift Shop, and Museum on 1 September 1989. And in iteration, the Board again 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 I.

In addition to the subjects specifically covered by the Board in this report, it received extensive updates or briefings concerning the following topics: Project Enrichment; Bicentennial Plan for Facilities Development; Women's Issues; Hotel Thayer Project; Admissions; and the Colonial League for Intercollegiate Athletics.

The Academy Staff deserves accolades for the favorable report of the Middle States Accreditation Board. An extensive review of the Institutional Self Study was conducted along with sufficient in depth interviews to ascertain that no unknown problems exist. The Accreditation Board highly complimented the Academy for its presently designed tract.

The Board feels it needs to additionally acknowledge the Academy's excellent record in Intercollegiate Athletics with special praise for Athletic Director Carl F. Ullrich and Football Coach Jim Young. It is with deep regret but sincere appreciation that the Board recognizes the retirement of Mr. Ullrich next summer. Carl has devoted his life to the betterment of college athletics and is chiefly responsible for the revitalization of Army's intercollegiate programs. Fortunately for college athletics, Carl will not

retire completely, but will continue to serve as the Executive Director of the Colonial (Athletic) League. The Board wishes him well.

Also, the Board wishes to express appreciation to LTC Joe N. Austin of the Army's Office of the Chief of Legislative Liaison for his demonstrably successful effort in increasing the Congressional participation in the affairs of the Board.

b. Specific Conclusions and Recommendations.

(1) TOPIC: The Honor Code and the Honor System

At all three meetings this year, the Board was briefed on three recent studies of the Honor Code and the Honor System conducted by the "Posvar" Commission, the USMA Honor Actions Committee (comprised of members of the staff, faculty, and student body), and the Cadet Honor Committee, respectively. The Board notes the comprehensive nature of these studies and the evident synergism that resulted from three independent, but simultaneous efforts. There is a remarkable congruence of findings and recommendations among the three studies. It is unfortunate that early reports from the news media concerning the report of the Posvar Commission tended to speak of "diluting" the Code. The Board notes that the opposite is the case: the findings and recommendations of all three studies would strengthen the Code and the System, making the Code tougher. The Board also recognizes that the central finding of the Posvar Commission upheld the value and nature of the Code as an instrumental component of the leader development process.

The three studies produced 25 recommendations, some of which were immediately accepted and implemented. Other recommendations require action by the Department of the Army. The Board notes with approval the Superintendent's decision to survey the opinions of the Corps of Cadets on certain proposals and to proceed in a deliberate manner with respect to proposed changes.

RECOMMENDATION: The Academy should continue to consider implementation of the recommendations produced by all three honor reviews. Department of the Army is encouraged to speedily consider those recommendations that require its action. The Board recommends implementation of all proposals enjoying cadet support.

(2) TOPIC: Memorialization and Memorialization Guidelines

CONCLUSION. This summer, at the request of the Secretary of the Army, the Board considered a specific

initiative to establish a memorial at West Point for Colonel Earl (Red) Blaik. In its investigation of the issues the Board reviewed the Academy's policy for the naming of athletic facilities at West Point. During the Annual meeting the Board was briefed by Colonel Dennis Hunt, Chairman of the Academy's Museum, Historical and Memorialization Committee, concerning guidelines and precedents for memorials. Memorialization policies serve two major functions for the institution: they provide guidelines for propriety and appropriateness; and they protect the institution from committing to memorials generated at the height of emotion following a notable's death that may later fail the test of more deliberate consideration brought about by time.

RECOMMENDATION. Recognizing the difficulty in anticipating every possible request for memorialization, the Board urges the Academy to continue to follow its memorialization guidelines and policies.

(3) **TOPIC: Active Duty Service Obligation (ADSO) for Graduates**

The Board is very concerned with recent Congressional initiatives that may increase the ADSO of USMA graduates from five years to six or more. On August 11, 1989, the Board sent an open letter to the conferees on the National Defense Authorization Act for Fiscal Years 1990 and 1991, addressing the issue and urging that the Joint Conference reject any increase.

The Board views the potential impact of an increased ADSO on the quantity and quality of applicants as catastrophic. The Board asks, "What is broken?" and notes that the retention rate of USMA graduates exceeds the objectives established by the Army in response to the Congress' guidance for management of officers under the Defense Officer Personnel Management Act. In fact, the Board suggests that if any change is warranted, a reduction of the obligated length of service to four years should be considered. Four years active duty followed by four years in the Reserve Components is more than equitable pay-back.

RECOMMENDATION: The Board recommends that the Department of the Army continue to strenuously oppose an increase in the service obligation of Service Academy graduates. The Army should present data to the Department of Defense and to Congress to show that an increased obligation is not only unnecessary but detrimental to recruitment, hence harmful to the Nation and the Army.

(4) TOPIC: Four Sources of Commissioning

The board notes with pleasure the initiative taken by the United States Military Academy to promote wider understanding regarding the several means by which the United States Army obtains its officers (direct commissioning, OCS, ROTC, and USMA).

Each officer source meets a special need. Direct commissioning fills special branches, for example, medical, dental, chaplain, and judge advocate general. OCS provides for rapid expansion of the officer corps in an emergency mobilization. ROTC is the principal source by which the army commissions officers for the reserve components. It is also an important and flexible source of active component officers who preserve a vital link between the civilian populace and the officer corps. USMA provides, through a government source, the officers who constitute the base upon which the Nation builds its Regular Army officer corps. It is the United States Military Academy that imparts the professional standards that are the foundation of the leaders of the Army.

CONCLUSION: The board believes that the nation needs each of the four sources of commissioning. Each source is different and is justified by meeting a different but very real national need. Wider understanding of this perspective within the Army and the Congress will move discussions away from destructive comparisons and toward constructive teamwork. The 1987 Board reported that "West Point actually is a bargain for the Army and the Nation." We even more emphatically endorse that conclusion after two more years of examining the procedures and products of the Academy.

RECOMMENDATION: Department of the Army should promote a better understanding, both within the Army and the Congress, of the different roles of the four sources of commissioning so that all of them can be preserved.

(5) TOPIC: Adequacy of Funding Levels for Capital Investment and Maintenance and Repair -- Resourcing the Infrastructure

CONCLUSION: Last year the Board expressed its concern for the adequacy of funding for maintenance of existing facilities. That concern continues as the Board recognizes an impending crisis. Unsafe and hazardous conditions have not been corrected and could pose serious health hazards to the cadets. This summer, during a briefing on environmental issues, the Board learned that 80% of West Point's utility lines (water, steam, sewage, and electrical) have reached or surpassed their expected service

life. There is significant potential for catastrophic failure in these systems.

The Board is disheartened to learn the extent of water damage caused by recent seasonal rainfall. The damage is not only physical, it is an impediment to achieving academic excellence. It is difficult to maintain an atmosphere conducive to learning when there is a wastebasket in the middle of the classroom catching water leaking from the ceiling.

The Board reiterates its conclusion from last year's report: 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 the Academy's bicentennial continues in a very professional manner. West Point requires the Army's support in obtaining and defending Military Construction, Army funds to develop the physical plant in accordance with the requirements of its Bicentennial Plan for Facilities Development.

RECOMMENDATION: The Board recommends a significant immediate and sustained influx of funds to repair, maintain, and, when necessary, replace the infrastructure. Adequate financing should be provided to meet local, state and federal safety, occupational health, and environmental standards, as well as to reestablish an atmosphere conducive to the excellence that the name West Point implies. Further, the Board recommends MCA funding be approved to execute the Academy's Bicentennial Plan.

(6) TOPIC: The Fellowship in Leader Development

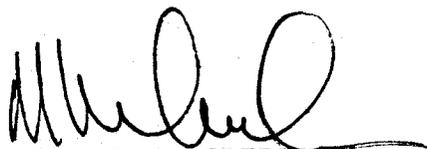
CONCLUSION: The Board endorses this program as one of the most significant and beneficial initiatives taken in recent years. Monetarily, it saves the Army money, but effectiveness is far more important than efficiency in this case. The Academy focuses on leader development, and the Fellowship is the linchpin program of all other developmental programs. The Board applauds the quality and rigor of the Fellowship.

RECOMMENDATION: The Board urges that the Academy continue the Fellowship at its current level of excellence. The Board also strongly recommends that the Army seek passage of a law to authorize the Superintendent to recognize the work being done by the Fellows by awarding successful graduates the degree of Master of Arts in Leader Development.

1989 USMA BOARD OF VISITORS



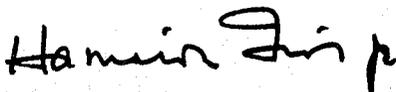
WILLIAM D. MOUNGER
Chairman
USMA Board of Visitors



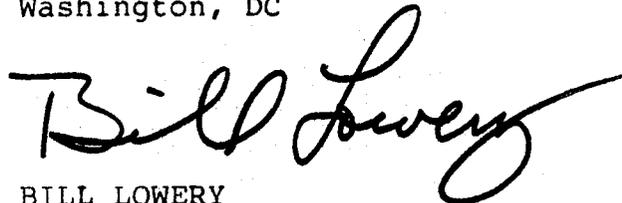
MICHAEL W. GREBE
Attorney at Law
Milwaukee, Wisconsin



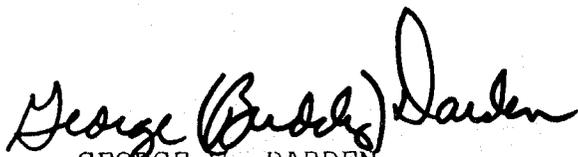
EDWIN MEESE III
Distinguished Fellow
Heritage Foundation
Washington, DC



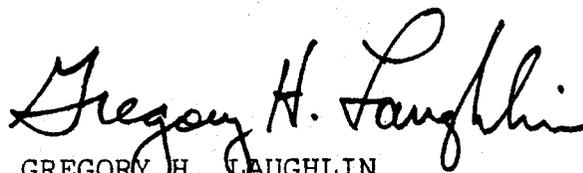
HAMILTON FISH, JR.
United States House
of Representatives



BILL LOWERY
United States House
of Representatives



GEORGE W. DARDEN
United States House
of Representatives



GREGORY H. LAUGHLIN
United States House
of Representatives

SUMMARY OF ACTIONS TAKEN IN RESPONSE TO 1988 RECOMMENDATIONS OF THE BOARD. As of 27 October 1989.

a. Title and Date of Report: United States Military Academy Report of the Board of Visitors, 31 December 1988.

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 1988 recommendations:

TOPIC: Women's Issues At West Point

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.

USMA RESPONSE: Captain Robin Carrington, Admissions Officer, has volunteered to be the Officer in Charge. Captain Carrington is not only interested and motivated by is also very qualified being that she served as the cadet in charge of the Corbin Seminar from 1976 through 1980. She will be assisted by Captain Francelia Lorence, a female Tactical Officer and Captain Robert Carrington, a counselor, Cadet Counseling Center.

RECOMMENDATION: The Academy's senior leadership should increase significantly the emphasis on the importance of 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.

USMA RESPONSE: We recognize the need to balance carefully the inculcation of the warrior spirit and the appreciation of the roles of every type unit including Combat Support and Combat Service Support, who also need to possess a certain measure of warrior spirit. A specific example of our effort to achieve better balance in this area is the expansion of our summer Cadet Troop Leader Training (CTLT) to include platoon leader positions in Combat Service Support units.

In more general terms, we continue to stress to Combat Arms, Combat Support and Combat Service support instructors the need to emphasize the importance to our success, of every element of the Army. We are also seeking to improve

instructional approaches which will assist us in better balance; for example, the enhancement of hypothetical leadership and combat teaching situations set in Combat Support and Combat Service Support environments, instead of only in Combat Arms environments.

All in all, our efforts must lead us to communicate the importance of the combat Support and Combat Service Support units not merely well enough to be understood, but so well that it cannot be misunderstood.

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

USMA RESPONSE: Recruitment of women officers is a top priority. This emphasis is yielding results. Information obtained from the DCSPER, Army in November 1988 showed that within the population of Army officers qualified by branch for assignment to the USMA staff and faculty, 6.6% were women. An analysis of the current and projected number of women officers assigned to the USMA staff and faculty reflects emphasis on recruiting of women. The trend is projected up.

On 17 March 1989, the Chief, Combat Arms Division, PERSCOM was advised by the Chief of Staff, USMA that the Superintendent was concerned and adamant in the need to assign senior women to the Academy. During August 1989, the assignment of the first female Regimental Tactical Officer was achieved.

The challenge to recruit women in the field grades is significant, but the future will bring improvement. At the grade of major, 4.6% of the officers assigned to the USMA are women as opposed to an overall Army figure of 3.9%. There are only 85 female lieutenant colonels in the Army as of November 1988 who serve in branches which qualify for assignment to the USMA. This response excludes medical and dental officers assigned to tenant units.

RECOMMENDATION: Stereotyping and Insensitive Behavior. 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.

USMA RESPONSE: The senior staff and faculty agree wholeheartedly with the need to continue to identify discriminatory behavior at West Point, and to take necessary steps to eliminate it. The existing installation Equal

Opportunity and Equal Employment Offices, the Margaret Corbin Seminar, and the Human Sexuality Committee are being supplemented by the establishment of the Senior Advisory Group on the Integration of Women.

The Senior Advisory Group will comprise representatives from senior leadership throughout the staff and faculty, including senior women. Its charter is to advise the Superintendent on the entire command's support of the integration of women into the Army. Of specific concern is ensuring that everyone who has contact with cadets -- e.g., instructors, coaches, civilian employees, admissions personnel -- all understand the role they play in sending the same message, through their own behavior, that the cadets are receiving in PELMA (Program of Education for Leadership in a Mixed Gender Army).

We believe the Senior Advisory Group will be an important addition to the means we have available to identify and eliminate behavior which encourages negative cadet attitudes and actions toward women.

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.

USMA RESPONSE: We believe there is a need for a point of contact on the Superintendent's staff to whom women cadets may address sensitive issues. This function does not require the establishment of a separate full time position. It also would not be appropriate to remove one of our few senior women officers from a mainstream, functionally oriented, role model position to serve only as a advisor to the Superintendent. The function should be a major additional duty for a woman officer located close enough to the Superintendent, i.e., within the USMA staff, to demonstrate the Superintendent's interest, and to have direct contact with the Superintendent for sensitive women's matters.

The Superintendent designated Major Margaret C. Flott, a former tactical officer currently assigned to the office of the Director of Logistics, as the Special Assistant to the Superintendent for women's issues. Major Flott will perform this function on an additional duty basis.

TOPIC: Leader Development Initiatives.

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.

USMA RESPONSE: The Academy will provide the Board periodic updates on the leader development initiatives.

TOPIC: West Point Admissions Criteria.

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.

USMA RESPONSE: USMA Concur with the recommendation. The 1988 Blue Ribbon Panel report on Admissions made a similar recommendation. The Academy will forward the recommendation to Department of the Army.

TOPIC: Values of West Point Graduates

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

USMA RESPONSE: Under the Leader Development Project USMA is continuing to look at the degree to which graduates are contributing to the common defense and to assess the effectiveness of the West Point experience in developing them as leaders. A key element in their development is their moral-ethical value system. We will continue to monitor and evaluate the values of candidates, cadets, and graduates to assure ourselves that we are operating consistent with our Academy outcome goals. The Office of Institutional Research will develop and present updates to the Board when requested. A yearly update may not be advisable as the rate of change may not be significant.

TOPIC: Future Facilities

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.

USMA RESPONSE: USMA will do so.

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

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.

USMA RESPONSE: USMA will continue to request Department of the Army support of funding for this issue.

SUMMARIZED MINUTES
1989 BOARD OF VISITORS
ORGANIZATIONAL MEETING
APRIL 10, 1989
WASHINGTON, DC

1. MEETING CONVENED AND AGENDA ADOPTED. The organizational meeting of the 1989 USMA Board of Visitors convened in the Senate Russell Office Building, Washington, D.C. at 9:00 A.M. on 10 April 1989. In preliminary remarks, the Executive Secretary, Lieutenant Colonel Shestok noted the presence of the following attendees: Chairman, Mr. William D. Mounger, Brigadier General (Retired) George Price, Mr. Michael W. Grebe, Mr. Edwin Meese III, Congressman Bill Lowrey, Congressman Greg Laughlin, Congressman George (Buddy) Darden, Mr. Milton Hamilton, Lieutenant General Dave R. Palmer, Mr. Terry Lynch representing Senator Richard C. Shelby, Lieutenant Colonel Joe Austin, Lieutenant Colonel Robert M. Currey and Ms. Laura S. Hazlett. Lieutenant Colonel Shestok suggested as the first order of business, adoption of the proposed agenda (Enclosure 1).

2. OPENING COMMENTS AND INTRODUCTION OF AGENDA. 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. Grebe vice chairman. Mr. Mounger then appointed as members of the executive committee, in addition to the chairman and vice chairman, Senator Shelby, Congressmen Fish, Lowrey and Laughlin, and General Price.

3. SUPERINTENDENT'S REMARKS. The chairman called upon the Superintendent for his remarks. General Palmer, noting the composition and diversity of experience coupled with commendable service already provided by many members, congratulated the new officers and members of the board. He commented that the Academy was continuing to enjoy an almost unprecedented time of major support around the country. The Class of '93 would have close to 1350 members from a pool of 13,000 serious applicants, with the quality of the applicants being richer in all areas of measurement. Additionally, Congressional and Department of the Army support along with that of the state of New York and the local area has been and continues to be first rate. General Palmer noted that he was the first Superintendent in many years who was not faced with a crisis, therefore he has been able to focus his efforts on building for the future. The Board can expect to be briefed during the Fall and Winter meetings on new programs and initiatives for the Academy's third century. Board involvement in providing comments and suggestions on these initiatives from an outside look is key to molding the Academy's future. General Palmer closed his remarks reminding the Board of the purpose of the United States Military Academy -- "to provide the nation with leaders of character who serve the common defense."

The Board had no questions of General Palmer. Mr. Mounger noted that an important role of the board is noted in its title -- "visitors" provide an outside look in assisting the academy with its programs and initiatives. Mr. Rhett B. Dawson joined the meeting at 9:20 A.M.

4. SCHEDULE OF BOARD MEETINGS FOR 1989. The Board considered dates in both the summer and the fall in which to conduct official visits to West Point. Dates were selected to allow the board a perspective of academy activities at the end of cadet summer training and a period other than Army-Navy weekend in order to see the academy during a less spirited time. The board concluded that the Summer meeting would be scheduled for the period August 9-12, 1989 (arrival on August 9); and the Fall meeting, October 26-29, 1989 (arrival on October 25).

5. AREAS OF INTEREST FOR THE 1989 BOARD. Mr. Mounger asked for discussion of areas of interest to be considered by the Board. He suggested the Board would be interested in the ongoing study's for both the Honor System and Price/Cost/Worth of West Point (Enclosure 2).

General Palmer agreed both subjects would be matters of interest for the board. The review of the Honor System and honor education has been studied by three groups: The POSVAR Commission, which will finish its report in May; a Staff and Faculty committee, chaired by Colonel Larry Donnithorne, and a recently completed (excellent) study by the first class, which provides a number of cadet oriented recommendations on honor. All three groups will be providing recommendations on honor, and what the academy focus should be in its third century. Two additional areas of interest are: an evaluation on the academy today and it's future, and the Facilities Strategic Plan for 2002.

General Price suggested follow-on review in two areas: West Point as a career-enhancing assignment and the quality of officer being assigned to West Point with a focus on the proportion of USMA graduates and those from other colleges and institutions. A new issue for discussion is: Reserve and National Guard personnel (85 per year) who enter the Academy, upon graduation report on active duty rather than return to the Reserve and National Guard. A decision was made to provide a fact sheet on the issue and include the number of USMA graduates who are in Reserve and National Guard units.

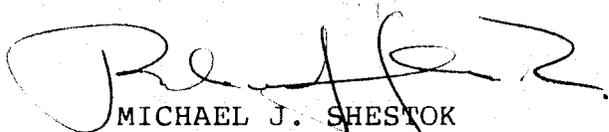
Mr. Grebe suggested the board continue to focus on the study of Value Oriented Attitudes of West Point and asked the status of the West Point Institute for Leader Development. General Palmer reviewed the background of the Institute and the recent decision by the Association of Graduates not to pursue the initiative due to the scope required and Association of Graduates mission.

Congressman Darden asked that the board be informed by appropriate means of important academy issues and policy changes. He felt that press releases furnished in a timely manner would meet the board need. All agreed.

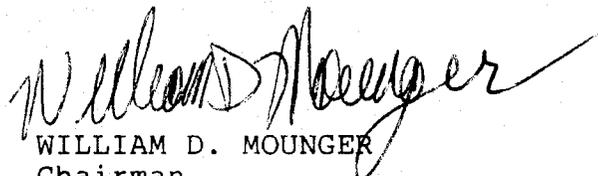
General Palmer suggested that the on-going dialogue with New York State on academy environmental issues (e.g. Power Plant) would be of interest to the members and should be on the August agenda. A fact sheet would also be provided.

6. BRIEFING ON THE HONOR CODE AND SYSTEM. The Board was briefed by Captain Scott D. Hazlett, The Special Assistant to the Commandant for Honor Matters, on the subject of the Honor Code and the system by which it is administered and enforced. Captain Hazlett briefed the nature of his duties, the content of the code, the content of the classes 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. The Board was notified that copies of the slides used in Captain Hazlett's presentation would be provided to them (Enclosure 3).

7. 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 11:20 PM. The Board then joined together for an informal buffet lunch served in the meeting room.



MICHAEL J. SHESTOK
Lieutenant Colonel, General Staff
Executive Secretary
USMA Board of Visitors



WILLIAM D. MOUNGER
Chairman
1989 USMA Board of Visitors

Enclosures

AGENDA
USMA BOARD OF VISITORS
9:00 A.M., MONDAY, APRIL 10, 1989
Room 188, Senate Russell Building

Administrative Remarks and Introduction of Members	LTC Shestok
Opening Comments and Introduction of Agenda	Mr. Mounger
Election of Officers	Mr. Mounger
Selection of Executive Committee	Mr. Mounger
Remarks by Superintendent	General Palmer
Response by Chairman	Mr. Mounger
Meeting Format and Schedule for 1989	LTC Shestok
Areas of Interest for 1989	Board Members
Briefing on Honor Code & System	CPT Hazlett
Remaining Business	Board Members
Closing Remarks	Mr. Mounger
Lunch	

Enclosure 1 to Appendix II

SUMMARIZED MINUTES
1989 BOARD OF VISITORS
SUMMER MEETING
AUGUST 10-11, 1989
WEST POINT, NEW YORK

1. MEETING CONVENED. The summer meeting of the 1989 United States Military Academy Board of Visitors convened at West Point, New York on August 10, 1989. Members of the Board present when the meeting convened were: Chairman, Mr. William Mounger; Mr. Michael Grebe, Vice Chairman; Congressman Greg Laughlin; and Mr. Edwin Meese. Others present included: Lieutenant General Dave R. Palmer, Superintendent; Colonel Larry Donnithorne, Special Assistant to the Superintendent for Strategic Planning; Lieutenant Colonel Joe Austin of the Army's Office of the Chief of Legislative Liaison; Lieutenant Colonel Robert M. Currey, Executive Secretary for the Board and Mrs. Laura Hazlett, Administrative Officer for the Board. Expected arrivals for that day included: Senator Conrad Burns, Mr Rhett Dawson, and Mr. Milton Hamilton, Administrative Assistant to the Secretary of the Army.

2. AGENDA ADOPTED. The agenda approved by the Board is at Enclosure 1. Lieutenant Colonel Currey noted that the agenda did not include one subject that the Board had requested in its organizational meeting, that being a report on the number of Military Academy graduates in Chief Executive Officer positions. Colonel Currey observed that the academy and the Association of Graduates(AOG) found it very difficult to respond on the issue because of the lack of available information. Although the AOG does have some biographical career information on graduates, this information is not in an automated format, is self reported, and may not be timely (some graduates regularly provide the association with updated information on themselves, others do not). Another factor is the unclear definition of the term CEO e.g., the graduate who owns and operates his own three-man plumbing company could be called a CEO by some people. For these reasons, the academy was unable to prepare a response to the Board's query.

3. ADMINISTRATIVE MATTERS. Colonel Currey discussed two administrative matters that merit recording.

a. Both General Palmer and Colonel Currey had been contacted recently by the White House concerning the remaining vacancy on the Board. It is expected that the President will appoint someone to that position in the near future. If the White House does not notify the Chairman,

Appendix III

Colonel Currey will do so, and, with the Chairman's permission, will also advise the other Board members. The Academy will invite the new appointee to West Point for an orientation or update before the winter meeting of the Board.

b. Colonel Currey reported that he had received correspondence from Mr. Robert Falcon of Chapel Hill, North Carolina. Mr. Falcon had requested that Colonel Currey forward sealed letters he (Falcon) had addressed to each member of the Board. After consulting with the Chairman, Colonel Currey opened the letter addressed to Mr. Mounger and discussed it with him. The letter requested the Board's attention to an unspecified grievance Mr. Falcon maintained with the Academy. Colonel Currey had the Academy's Staff Judge Advocate contact Mr. Falcon to determine the nature of his complaint and to seek resolution. The issue has since been identified and the Staff Judge Advocate is working toward resolution. Colonel Currey proposed that he write Mr. Falcon on behalf of the Board and advise him that the Board had discussed his letter; had been advised of the progress toward resolution of the issues; and, assuming satisfactory resolution, will not pursue the matter further. The Board approved Colonel Currey's proposal. The Board will be advised when the matter is resolved.

4. ORIENTATION VIDEO. The Board viewed a 28-minute video tape of the Command Briefing for official visitors. Mr. Hamilton joined the meeting during the viewing.

5. PROMOTION CEREMONY FOR THE CLASS OF 1992. The Board toured Nininger Hall, the site of Honor Hearings, with Captain Scott Hazlett, the Special Assistant to the Commandant for Honor Matters, enroute to the review box on the Plain. The Cadet Field Training Regiment completed a road march from Camp Buckner and formed on the Plain. The Superintendent addressed the Class of 1992, remarking on their accomplishments and their passage from followers to the first level of leadership in the Corps of Cadets. Following the Superintendent's remarks, orders were published promoting the members of the class of 1992 to the rank of corporal.

6. LEADER DEVELOPMENT OPPORTUNITIES IN THE CORPS OF CADETS. MG Gorden briefed the Board using the slides at Enclosure 2. The Board's discussion concerned first class cadet officers who were not assigned leadership duties. The Commandant reported that no "make work" jobs were invented for these cadets, however, many of them did assume some of the normal slate of additional duties inherent in the management of a cadet company. "Unassigned" first class cadets were similar to second lieutenants in their basic courses, their

principal mission is to be a student. Nevertheless, they serve as examples for the lower class cadets.

8. VIEWING OF VIDEOTAPES OF RECENT NATIONAL INTERVIEWS WITH THE NEW FIRST CAPTAIN. The public announcement of Cadet Kristin Baker as First Captain sparked national media interest. That morning she was interviewed live on all three national TV networks. The Board viewed videotapes of her interviews.

8. EXECUTIVE SESSION. The Board met in executive session to discuss a letter written to Mr. Mounger by Secretary of the Army John O. Marsh, see Enclosure 3. The Board drafted and approved the response at Enclosure 4.

9. LUNCH WITH SELECTED STAFF AND FACULTY. The Board was joined by several members of the staff and faculty for lunch in Benny's Lounge of Eisenhower Hall. Lieutenant Colonel (Retired) Gus Fishburne briefed the Board on the Academy's plans for presentation of the Thayer Award to former President Reagan on 21 September, at West Point.

10. SUMMARY OF THE 1988-1989 HONOR REVIEWS. Captain Scott Hazlett, the Special Assistant to the Commandant for Honor Matters, briefed the Board on the findings and recommendations of three reviews: an external evaluation done by the "Posvar" Commission, chartered by the Chief of Staff of the Army at the request of the Superintendent; the Honor Actions Committee, a USMA Staff and Faculty Review; and the Class of 1989 Review of the Honor Code and Honor System, directed by the Superintendent as part of 89's mission for its first class year. The briefing charts are at Enclosure 5. The briefing outlined the recommendations of all three studies and reported on the status of implementation of each recommendation.

11. ENRICHMENT OPPORTUNITIES. Colonel Will Wilson reported the results of Project Enrichment, using the slides at Enclosure 6.

12. DINNER ON THE SUPERINTENDENT'S BOAT. After the Board adjourned for the day it met on the Superintendent's ferry boat for a dinner buffet cruise with members of the Staff and Faculty. Mr. Rhett Dawson arrived in time to join the Board before it sailed.

13. SECOND DAY. The Board convened in the Superintendent's Conference Room the next morning. Senator Conrad Burns joined the Board, making a quorum.

14. BICENTENNIAL PLAN. Lieutenant Colonel John Robertson, the Master Planner, presented an update on the Academy's

strategic plan for facilities development, using charts and slides at Enclosure 7. Discussion concerned the relocation of Doubleday Field and the Library Tennis Courts.

15. OHSA UPDATE. Colonel Ron Massey, the Garrison Commander, presented a briefing to the Board about recent inspections of the Military Academy by the Occupational Health and Safety Administration (OHSA). These inspections caused some negative publicity. Colonel Massey advised the board of the status of corrective actions, using the slides and charts at Enclosure 8.

16. ENVIRONMENTAL ISSUES. Colonel Richard Ely, the Director of Engineering and Housing, briefed the Board on areas where the Academy has been cited for violating State or Federal environmental requirements. He discussed the declining state of the Academy's physical plant, citing that eighty percent of the utility lines had reached their planned life. Significant investment in the infrastructure is necessary. Colonel Ely used photographs as well as the charts and slides at Enclosure 9.

17. ACTIVE DUTY SERVICE OBLIGATION. Lieutenant General Palmer briefed the Board on recent Senate action to amend the Defense Authorization Act to raise the active duty service obligation for service academy graduates from five years to eight. The principal sponsor for this legislation is Senator John Glenn. General Palmer used the charts and slides at Enclosure 10. He highlighted the declining numbers of high school graduates in the near future. He also discussed retention rates of Military Academy graduates compared to the required retention rates of the Defense Officer Personnel Management Act (DOPMA). He expressed great concern for the negative impact of an increased service obligation on the recruitment of qualified candidates.

Although the Board temporarily adjourned for lunch, it returned to this subject immediately after. The discussion included questions concerning the status of the legislation and means by which the legislation could be influenced. It was pointed out that the Senate version of this bill had been debated on the Senate floor and that Senators Trent Lott and John Warner, a former Secretary of the Navy, had argued against the increase to eight years. Senator Lott submitted a compromise amendment increasing the obligation to six years. The Lott amendment was passed. Since the House version of the Authorization Act does not contain provisions to modify the service obligation this issue will be the subject of discussion for a joint conference.

The Board drafted and approved a letter addressed to the joint conferees. It is attached as Enclosure 11.

18. Colonel Currey provided a response to General Price's query (during the Organizational Meeting) about the number of USMA graduates serving in the Reserve Components. See Enclosure 12.

19. LUNCH IN THE CADET MESS. The Board took lunch in the Cadet Mess, at cadet tables. All the cadets at the tables of Senator Burns and Congressman Laughlin were from Montana and Texas, respectively.

20. TOUR OF SOUTH POST: VISITORS CENTER, GIFT SHOP AND MUSEUM. The Board was escorted by Colonel Allen, the Chief of Staff, to South Post where they viewed the work in progress in these facilities. Some members of the Board expressed concern about the amount of work to be done before the scheduled "grand opening" on 1 September.

21. WOMEN'S ISSUES AT WEST POINT. Colonel Allen, Chief of Staff, briefed the Board on a number of the issues identified by former Board member Ms. Marta Caldera in last year's report. He used the slides at Enclosure 13. During his briefing he introduced Major Margaret Flott, newly designated as Special Assistant to the Superintendent for Women's Issues. This duty is in addition to her normal responsibilities as Chief, Resource Management Division, Office of the Director of Logistics.

22. MIDDLE STATES ACCREDITATION. Colonel James Golden, Professor and Head of the Department of Social Sciences, briefed the Board on the upcoming decennial Middle States Accreditation visit. He used the slides at Enclosure 14, and provided the Board with copies of the Academy's self-study. He indicated that the Accreditation Team desired to speak with one or more of the Board members as part of its review of the Academy's governance. Mr. Mounger agreed to make himself available to speak with the team.

23. The Board adjourned at 1630.


WILLIAM D. MOUNGER
Chairman
Board of Visitors


ROBERT M. CURREY
Lieutenant Colonel, US Army
Executive Secretary

AGENDA
1989 BOARD OF VISITORS'
SUMMER MEETING
10-11 AUGUST 1989

Wednesday, 9 August 1989

Arrive Hotel Thayer

*Option - 1200: Observe Class of 1993 March-In from Lake Frederick
(Quarters 100)

1230-1330 Lunch (Quarters 100)

1900-2200 Dinner (Hotel Thayer, Alcove)

Thursday, 10 August 1989

0900-1200 Board Session (Superintendent's Conference Room)
(Refreshments Available)

Administrative Remarks

Orientation on West Point - Video

Observe Class of 1992 Promotion

(Cadet Area)

Leader Opportunities in the Corps

(Cadet Leader Development Initiatives)

(Commandant)

1200-1300 Lunch with Selected Staff & Faculty

*1300-1700 Board Session (Superintendent's Conference Room)
(Refreshments Available)

- Summary of 1988-89 Honor Reviews
(CPT Hazlett)

- Enrichment Opportunities
(Enriching the West Point Experience)
(COL Wilson)

- CBS - "60 Minutes" segment

*1800-2000 Dinner (Superintendent's Boat)

Friday, 11 August 1989

0900-1200 Board Session (Superintendent's Conference Room)
(Refreshments Available)

- Bicentennial Plan

(Strategic Plan for Facilities Development)

(LTC Robertson)

Enclosure 1 to Appendix III

- OSHA Review
(COL Massey)
- Academy Environmental Issues
(COL Ely)
- Active Duty Service Obligation
(LTG Palmer/COL Toffler)
- USMA Graduates in Reserve/National Guard
(LTC Currey)

1200-1300 Lunch (Cadet Mess with Cadets)

1300-1500 Facilities Inspection

- New South Post
Visitors' Information Center
Gift Shop
Museum
- Thayer Hall
- Cullum Hall

*1500-1700 Board Session (Superintendent's Conference Room)
(Refreshments Available)

- Women's Issues at West Point
(COL Allen)
- Middle States Accreditation
(COL Golden)

1900-2200 Dinner

Saturday, 12 August 1989

Breakfast as Desired

Depart West Point

Option - Breakfast as Desired

* Attend the Acceptance Review for the Class of 1993

1100-1200

Depart West Point

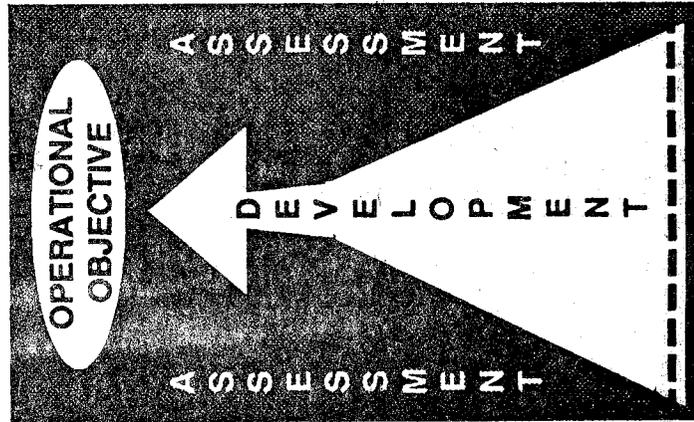
* Supt Participation

Enclosure 1-2 to Appendix III

**THE FOUR YEAR
MILITARY PROGRAM**

OPERATIONAL CONCEPT

SEQUENTIAL, PROGRESSIVE, INTEGRATED ACADEMIC, PHYSICAL, AND MILITARY DEVELOPMENT OF EVERY CADET BY CLASS THROUGH FOUR PHASED PROCESSES OF EDUCATION, SKILLS TRAINING, AND PRACTICE.



PHASE IV
1st CLASS

PHASE III
2nd CLASS

PHASE II
3rd CLASS

PHASE I
4th CLASS

CORPS
LEADER

SMALL UNIT
LEADER

TEAM
LEADER

TEAM
MEMBER

• FIRST CLASS. TEACH, APPLY, AND REFINE JUNIOR OFFICER LEADER SKILLS.

• SECOND CLASS. TEACH AND APPLY THE FUNDAMENTALS, MASTER SMALL UNIT LEADER SKILLS.

• THIRD CLASS. TEACH AND APPLY THE FUNDAMENTALS, LEARN AND PRACTICE SMALL UNIT LEADER SKILLS.

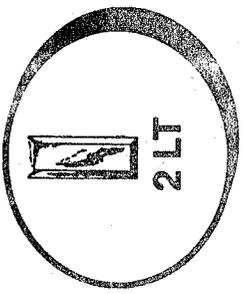
• FOURTH CLASS. MASTER THE CADET-SOLDIER FUNDAMENTAL.

↑
PROCESS: EDUCATION, TRAINING, PRACTICE



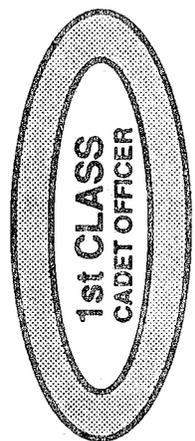
TRIM ADJUSTMENTS

- 1. TRANSITION**
- 2. CERTIFICATION**
- 3. CLASS RANK**
- 4. COMPANY REORGANIZATION**
- 5. FIRST CLASS BARRACKS**



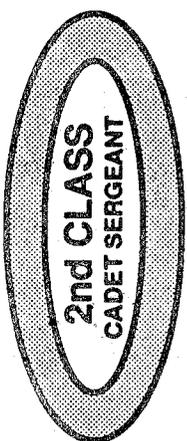
2LT

CORPS LEADER



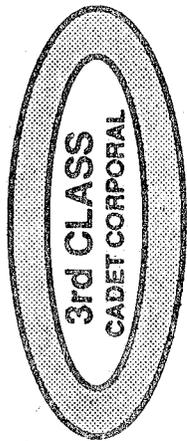
1st CLASS
CADET OFFICER

SMALL UNIT LEADER



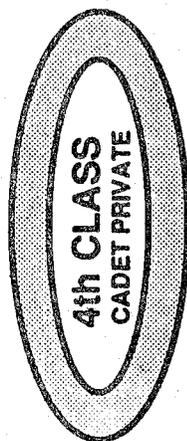
2nd CLASS
CADET SERGEANT

ONE-ON-ONE DEVELOPER



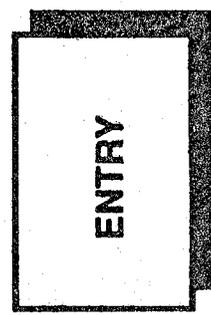
3rd CLASS
CADET CORPORAL

TEAM MEMBER



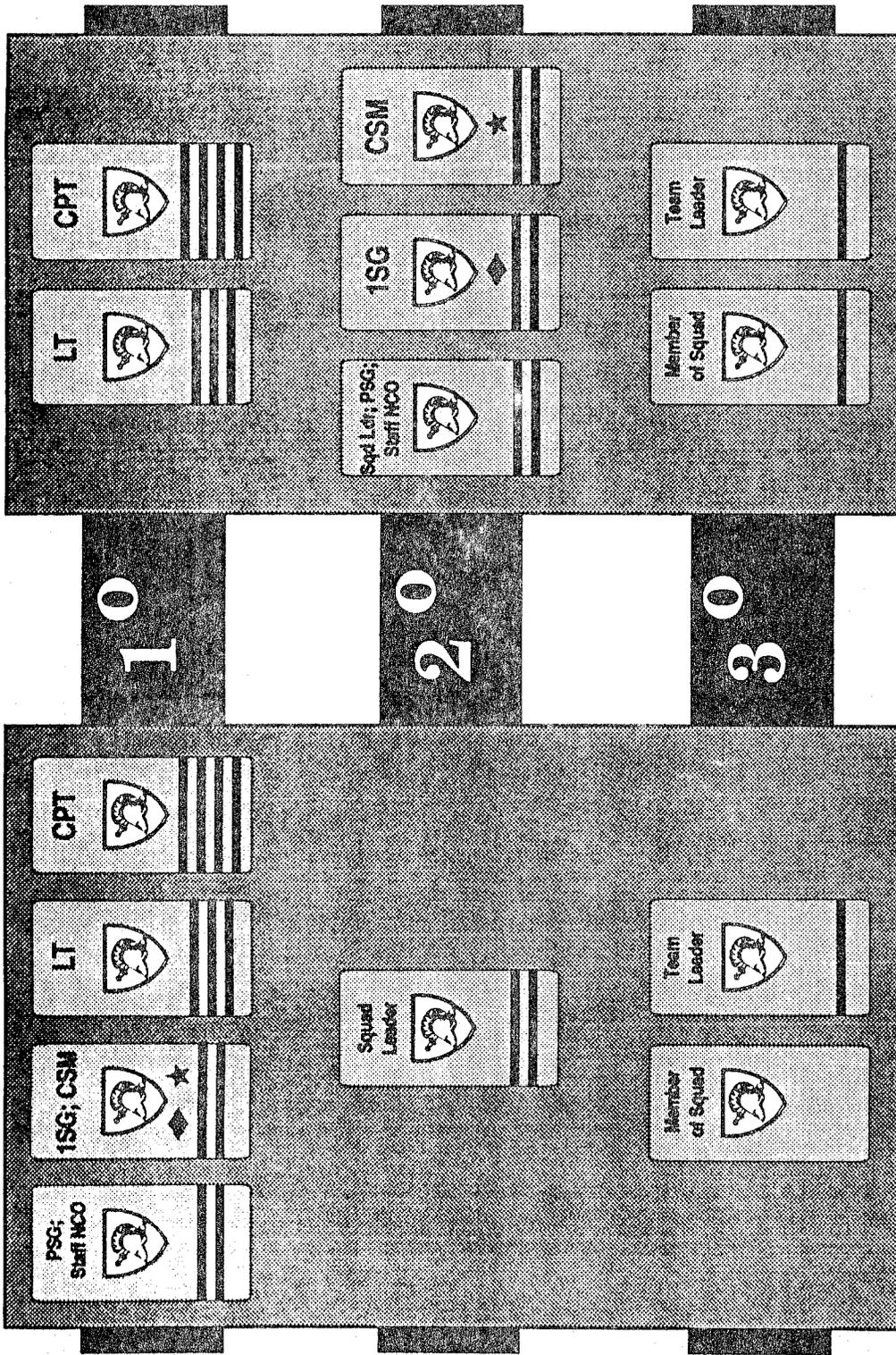
4th CLASS
CADET PRIVATE

TRANSITION



ENTRY

RANK STRUCTURE



Summer

Academic Year

"Cadet MacArthur was as outstanding militarily as he was academically. As a yearling, he was the ranking corporal, in his second class year, the ranking sergeant; and in his first class year he held the highest rank in the Cadet Corps, first captain."

- Edgar F. Puryear, Jr., 19 Stars

FIRST CLASS BARRACKS

- FACILITATE TRANSITION FROM FIRST CLASS TO 2ND LIEUTENANT
- PARALLEL ARMY ENVIRONMENT
- GENERAL DESCRIPTION: NO UNDER CLASSES IN FIRST CLASS BARRACKS

LESS STRINGENT ROOM APPEARANCE RULES

MORE PRIVILEGES

NO FIRST CLASS IN UNDER CLASS AREA EXCEPT ON
OFFICIAL BUSINESS



SECRETARY OF THE ARMY
WASHINGTON

August 1, 1989



Mr. William D. Mounger
Chairman
Board of Visitors
United States Military Academy
Box 1200
Jackson, Mississippi 39205

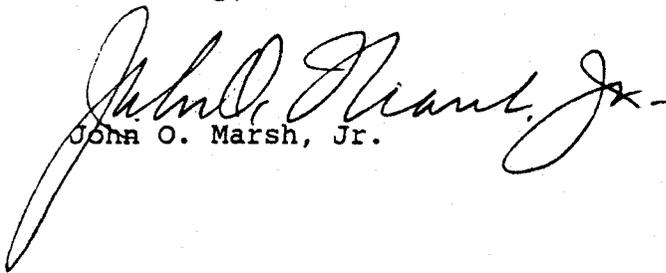
Dear Mr. Mounger:

The President has asked that I identify an appropriate memorialization of Colonel Earl "Red" Blaik, former football coach at the Academy, who died last May 5th.

It would be most helpful to have suggestions from the Board of Visitors as to a suitable memorialization. I am aware that such matters are frequently a responsibility of the group exercising oversight over a major university, and I believe such assistance fits within the Board's charter. The Board's scheduled meeting on August 9-12, 1989, affords an ideal opportunity to view the existing memorials to Colonel Blaik at West Point and to develop its views expeditiously. Suggestions are being sought from other sources, also.

I look forward to receiving the Board's suggestions, hopefully not later than August 21st. With kindest personal regards, I am

Sincerely,


John O. Marsh, Jr.

Enclosure 3 to Appendix III

1989 ANNUAL REPORT OF THE BOARD OF VISITORS

PAGES 32 and 33 INTENTIONALLY LEFT BLANK

1989 ANNUAL REPORT OF THE BOARD OF VISITORS

PAGES 32 and 33 INTENTIONALLY LEFT BLANK



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

August 11, 1989

Honorable John O. Marsh, Jr.
Secretary of the Army
Washington, D.C. 20310-0100

Dear Mr. Secretary:

This letter responds to your letter of August 1, 1989, to the Board of Visitors of the United States Military Academy, concerning suggestions for appropriate memorialization of Colonel Earl "Red" Blaik.

In deliberating this matter the Board reviewed the Academy's policy for naming athletic playing facilities:

Athletic playing facilities will be named for graduates who gained distinction in a sport associated with that facility, were leaders of the Corps of Cadets, and who fell in battle in the full vigor of youth.

We note that this policy established and has maintained an appropriate tradition that should not be overturned, especially by changing the name of any already existing facility.

We have also reviewed the considerable amount of recognition of Colonel Blaik already in place at West Point, specifically: the Blaik Gallery, a collection of memorabilia prominently displayed in the Athletic Association's entrance foyer in Michie Stadium; a larger than life portrait positioned in the premier location in the Academy's flagship athletic facility, the Hollender Center; the Monument to the Army Athlete, donated by Blaik, which is clearly identified with Blaik's name; and his gravesite which is in a most prominent location in the West Point cemetery and is marked with a distinctive tombstone which, in conjunction with its location, makes his gravesite stick out from all others.

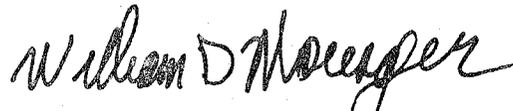
We observe that this recognition already exceeds that afforded other graduates of the Academy save possibly Thayer, MacArthur, and Eisenhower.

Enclosure 4 to Appendix III

Nevertheless, the Board has identified opportunities for further memorialization should that be deemed appropriate. These opportunities lie primarily within the Academy's strategic concept for facilities at its bicentennial, and are components of the long-range plan for intercollegiate athletic facilities. In escalating order of magnitude these concepts are: construction of a new home for the head football coach, which could be designated Blaik House; naming the housing area that will include the new homes for all the head coaches as Blaik Area; and, construction of a new headquarters for the Director of Intercollegiate Athletics, to be prominently located within the intercollegiate athletic zone, and naming it Blaik Hall. A fourth suggestion, and of a different type, is to consider naming an annual award for Coach Blaik. It would be an appropriate trophy given each year at the graduation awards convocation to, say, the most valuable athletes (male and female) at West Point that year. This would then be a visible and perpetual memorialization.

The Board respectfully suggests that you pursue one of these four alternatives.

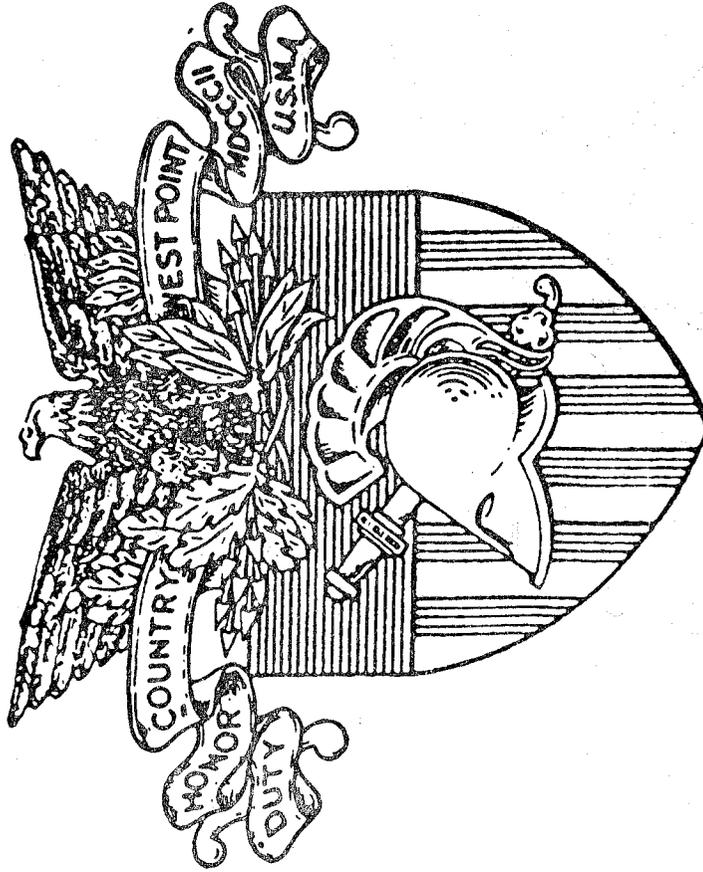
Sincerely,



William D. Mounger
Chairman
USMA Board of Visitors

Enclosure 4-1 to Appendix III

**1988-89 HONOR CODE AND
SYSTEM REVIEW**



**LEADERSHIP IS BUILT ON TRUST;
TRUST IS BUILT ON HONOR**

Enclosure 5 to Appendix III

1988-89 FOCUS ON HONOR

- RATIONALE

- 12 YEARS SINCE LAST MAJOR REVIEW
AND ABRUPT CHANGE

- AY 86-88 SHRC REVIEW COMPLETE

- NEW LEADER DEVELOPMENT INITIATIVES
TIED TO MORAL-ETHICAL GROWTH

- SCOPE - STRATEGIC AND TACTICAL

SOURCES OF STUDY

- POSVAR COMMISSION

- HONOR ACTIONS COMMITTEE

- CADET HONOR COMMITTEE

Enclosure 5-3 to Appendix III

POSVAR COMMISSION

- 12 MEMBERS
- CHARTER
 - REVIEW HONOR CODE GOALS
 - ASSESS HONOR SYSTEM SUPPORT OF GOALS
 - STAFF/FACULTY INFUSION
 - ROLE OF HONOR CODE/SYSTEM IN USMA PURPOSE AND MISSION

Enclosure 5-4 to Appendix III

HONOR ACTIONS COMMITTEE

- INTERNAL REVIEW
- 10 MEMBERS
- CHARTER
 - REVIEW PAST REPORTS/OTHER OBSERVATIONS
 - RECOMMEND SPECIFIC ACTIONS
- FOCUS
 - NON-TOLERATION TENET
 - ALTERNATIVES TO SEPARATION
 - HONOR EDUCATION
 - ABSENCE CARD
 - SPIRIT OF CODE AND PROFESSIONAL ARMY ETHIC

Enclosure 5-5 to Appendix III

HONOR COMMITTEE

- "MISSION" FROM SUPERINTENDENT FOR AY 88-89
- SUB-COMMITTEE RESEARCH AND CONCLUSIONS
- FOCUS -- HEARING PROCESS
 - CHARACTER WITNESSES
 - COMPOSITION OF HEARING
 - REQUISITE VOTE

Enclosure 5-6 to Appendix III

SOURCE OF STUDY

CHANGE CODE

POSVAR COMMISSION

Recommendation #1.
Change non-tolerance clause to
read "...nor tolerate such acts
by other cadets."

HONOR ACTIONS COMMITTEE

Recommendation #1.
Consistent with Posvar report.

CADET HONOR COMMITTEE

Reserving judgment.

ACTIONS TAKEN/REMAINING
(as of 2 August 1989)

1. Chairman, Honor Committee
addressed Corps.
2. Corps will be surveyed in
August 1989.
3. Supt decision.

Enclosure 5-7 to Appendix III

SOURCE OF STUDY

ALT'S TO SEPARATION

POSVAR COMMISSION

Recommendation #2.
Establish alternatives to the sanction of separation to accommodate "special" cases, to include: lack of experience under Code, self-report, toleration, ambiguous/trivial offenses.

HONOR ACTIONS COMMITTEE

Recommendation #2.
More specific than Posvar.
Introduce alternatives to the sanction of separation for self-reported/self-admitted honor violations for the purpose of improving adherence to the non-toleration tenet. Treatment of cases resulting in FHIH should remain unchanged.

CADET HONOR COMMITTEE

Reserving judgment.

ACTIONS TAKEN/REMAINING

1. Chairman, Honor Committee addressed Corps.

2. Corps will be surveyed in August 1989.

3. Supt decision.

SOURCE OF STUDY

POSVAR COMMISSION

Recommendation #3.
Includes all alternatives currently prescribed within the supt's discretionary authority, with the additional suggestion of suspension and assignment to a rehabilitating position in the Army.

TYPES OF ALT'S TO SEPARATION

HONOR ACTIONS COMMITTEE

Alternatives should specifically include the following:
-reprimand & return to duty
-active duty with a TOE Army unit for 12 mos/reacceptance to USMA conditional upon commander's endorsement and written/oral presentation on honor
-turnback w/written/oral presentation on honor
-suspension w/out pay.

CADET HONOR COMMITTEE

Reserving judgment.

ACTIONS TAKEN/REMAINING

1. Chairman, Honor Committee addressed Corps.
2. Corps will be surveyed in August 1989.
3. Supt decision.

SOURCE OF STUDY

INPUT TO SUPT RE: DISCRETION

POSVAR COMMISSION

Recommendation #4. Hearing members should continue to submit input to superintendent regarding discretion.

HONOR ACTIONS COMMITTEE

Recommendation #2. In cases of self-reported/self-admitted violations, the MHIH members should select an appropriate alternative to separation, to be approved by the supt. No changes to current procedures in those cases resulting in FHIH.

CADET HONOR COMMITTEE

Reserving judgment.

ACTIONS TAKEN/REMAINING

1. Chairman, Honor Committee addressed Corps.
2. Corps will be surveyed in August 1989.
3. Supt decision.

Enclosure 5-10 to Appendix III

SOURCE OF STUDY

"CHARACTER" AND ADMISSIONS PROCESS

POSVAR COMMISSION

Recommendations #5&6. Character is a prime criterion for admission. Applicants should be required during interviews to express their personal concept of right and wrong.

HONOR ACTIONS COMMITTEE

Recommends that the field interviews not be implemented due to inconsistencies in the interpretation of replies.

CADET HONOR COMMITTEE

ACTIONS TAKEN/REMAINING

DAD will inform admissions participants (congressmen, staffers, etc) by sending each a copy of the Commission report.

SOURCE OF STUDY

DEFINITION OF LYING

POSVAR COMMISSION

Recommendation #7. Definition should be in explicit language such as to "deliberately deceive another by stating an untruth or in other direct communication." Avoid the term "quibbling."

HONOR ACTIONS COMMITTEE

Recommends approval of Posvar position, and definition amended by Honor Committee in May, 1989.

CADET HONOR COMMITTEE

Eliminated "quibbling" as a type of allegation in October 1988. May 1989 definition of lying changed to read: "to deliberately deceive another by stating an untruth or by any direct form of communication to include the telling of a partial truth and the vague or ambiguous use of information or language with the intent to deceive or mislead."

ACTIONS TAKEN/REMAINING

New definition has been included in revised USCC Pam 632-1, The Honor Code and System, and the Honor Education Program.

REMARKS

Implemented

Enclosure 5-12 to Appendix III

SOURCE OF STUDY

TRIVIALIZATION OF CODE

POSVAR COMMISSION

Recommendation #8. Avoid trivializing the Code by ensuring that actions not directed at specific individuals do not fall within the Honor System (bed-stuffing, alcohol in mouthwash bottle).

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

Honor Committee continues to be vigilant in respect to trivialization of the Code. Specific examples such as those offered by the Posvar Commission have not been considered honor violations in recent memory (3-4 years).

ACTIONS TAKEN/REMAINING

1. Currently implemented.
2. Develop a policy file at SAH to be passed to each new SAH.

REMARKS

The Academy has made great strides in the past three years in separating honor and regulations. Continued vigilance by the Corps of Cadets and staff and faculty will ensure that acts such as those offered by the Posvar Commission continue to be pursued as regulations violations and not honor violations.

SOURCE OF STUDY

"POP-OFF" RESPONSES

POSVAR COMMISSION

Recommendation #9. Protect the Code against irresponsible, trivial misuse of information gained from quick answers.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

A "pop-off" response, coupled with some effort to correct the incorrect response, is not pursued as an honor violation.

ACTIONS TAKEN/REMAINING

1. Currently implemented.
2. Include in SAH policy file.

REMARKS

Implemented

SOURCE OF STUDY

ABSENCE CARD

POSVAR COMMISSION

Recommendation #10. Absence card should be eliminated. Absence card uses honor to enforce regulations.

HONOR ACTIONS COMMITTEE

Absence card should be eliminated. It continues to be the most vivid example of honor being used to enforce regulations.

CADET HONOR COMMITTEE

Concur with Posvar Commission and Honor Actions Committee.

ACTIONS TAKEN/REMAINING

1. O/Comdt recommend accountability/control policy.
2. Supt decision.

Enclosure 5-15 to Appendix III

SOURCE OF STUDY

CHARACTER WITNESSES

POSVAR COMMISSION

Recommendation #11.
Character witnesses should follow merit witnesses.

HONOR ACTIONS COMMITTEE

Recommends character witnesses be reviewed by hearing officer to eliminate all who are not relevant to merits of case. Hear relevant witnesses after merit witnesses.

CADET HONOR COMMITTEE

Remove character witnesses from the FHIH proceedings. Evidence of character should only be heard if the cadet is found to have violated the Code.

ACTIONS TAKEN/REMAINING

1. SJA concurs with Honor Actions Committee.
2. Supt decision.

SOURCE OF STUDY

BOARD COMPOSITION

POSVAR COMMISSION

Recommendation #12. Remove 4th Class cadets from FHIH's involving upper class respondents.

HONOR ACTIONS COMMITTEE

Concurs with Cadet Honor Committee proposal.

CADET HONOR COMMITTEE

Remove 3rd and 4th class cadets from FHIH, to only be involved in those hearings addressing the case of a classmate. Reduce board composition to 9 cadets.

ACTIONS TAKEN/REMAINING

1. Supt approval.
2. Honor Committee implement.

REMARKS

Implemented (Begins AY 89-90)

Enclosure 5-17 to Appendix III

SOURCE OF STUDY

COUNSEL AT HEARINGS

POSVAR COMMISSION

Recommendation #13. Respondent should be able to consult with counsel at any time without asking for a recess, thereby reducing the adverse perceptions of the board members.

HONOR ACTIONS COMMITTEE

Concurs with Posvar Commission, although it voices a concern that USMA clearly articulate the role of counsel in the hearing process.

CADET HONOR COMMITTEE

ACTIONS TAKEN/REMAINING

1. SJA provide guidelines to defense counsel to describe role in promoting adherence to spirit of the Code, not "beating the system."
2. Supt approval.

SOURCE OF STUDY

VOTE AT HEARINGS

PCSVAR COMMISSION

Recommendation #14. Revise vote required to find that an honor violation has occurred to two-thirds.

HONOR ACTIONS COMMITTEE

Concurs with Cadet Honor Committee proposal.

CADET HONOR COMMITTEE

Revise vote to two-thirds.

ACTIONS TAKEN/REMAINING

1. Supt approval.
2. Honor Committee implement.

REMARKS

Implemented (Begins AY 89-90)

Enclosure 5-19 to Appendix III

SOURCE OF STUDY

SELECTION OF HONOR REPS

POSVAR COMMISSION

Recommendation #15. Reaffirm the great importance of the company honor representatives and ensure that strong, effective leaders are selected.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

Company honor representative should continue to be an elected position. Tremendous emphasis has been, and will continue to be placed on cadets and tactical officers urging only the "best" to pursue the position.

ACTIONS TAKEN/REMAINING

1. Currently implemented.
2. Add policy to SAH policy file.

REMARKS

Implemented

Enclosure 5-20 to Appendix III

SOURCE OF STUDY

CASE PROCESSING TIME

POSVAR COMMISSION

Recommendation #16. Reduce current 60 day processing time. Review at HQDA should not take longer than 30 days.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

The Cadet Honor Committee previously studied potential reduction of case processing time (1st 23 days in 60 day window). Based on other cadet duties, the investigative process moves as efficiently as possible. Recommend that SJA study potential for reduced time in generating the summarized transcript.

ACTIONS TAKEN/REMAINING

1. SJA complete review and inform supt.
2. Supt decision.

Enclosure 5-21 to Appendix III

SOURCE OF STUDY

SEC ARMY AND SEPARATION

POSVAR COMMISSION

Recommendation #17. Sec Army should personally decide upon all honor cases that reach HQDA for action. Sec Army should clearly communicate to USMA reasons for overturning a case.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

ACTIONS TAKEN/REMAINING

DA action.

Enclosure 5-22 to Appendix III

SOURCE OF STUDY

CONGRESSIONAL INTEREST (CASES)

POSVAR COMMISSION

Recommendation #18. Process should be explained clearly to interested members of Congress.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

ACTIONS TAKEN/REMAINING

DA action.

Enclosure 5-23 to Appendix III

SOURCE OF STUDY

CADET TIME

POSVAR COMMISSION

Recommendation #19. Cadets should have time for contemplation and discretionary use.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

ACTIONS TAKEN/REMAINING

USMA previously identified this issue under "Project Enrichment" and is working toward the most efficient use of cadet time.

REMARKS

Implemented (Begins AY 89-90)

Enclosure 5-24 to Appendix III

SOURCE OF STUDY

POSVAR COMMISSION

Recommendation #20. Honor education must be infused in the whole academic curriculum. Ethics and honor, to include discussion of dilemmas, should be explored throughout the curriculum.

HONOR EDUCATION - CONTENT

HONOR ACTIONS COMMITTEE

Staffed a revised honor education program that includes:

8 lessons - CBT
1 seminar - CFT
20 lessons - AY

Total hours - 37 (4 of these hours are taught within the existing curriculum by Dept of English and Dept of Military Instruction. Company instruction imparted by CHET.)

- the elimination of redundancy
- increased role of staff and faculty in instruction through Company Honor Education Teams (CHET).
- increased emphasis on spirit of the Code and the professional Army ethic.
- shift from honor in cadet life to honor in Army at end of second year.

CADET HONOR COMMITTEE

Endorsed the content proposed by the Honor Actions Committee.

ACTIONS TAKEN/REMAINING

1. Under the direction of the SAH, is currently revising lesson plans IAW the new content.
2. Supt approval.
3. Honor Committee implement.

SOURCE OF STUDY

HONOR EDUCATION - PROCESS

POSVAR COMMISSION

HONOR ACTIONS COMMITTEE

New instructional process proposal includes:

- Increased role of staff and faculty in instruction through Company Honor Education Teams (CHET).
- Each team includes cadets, TAC, permanent and rotating faculty members.
- Each team jointly decides who/how to conduct each class.

CADET HONOR COMMITTEE

Endorsed the process proposed by the Honor Actions Committee.

ACTIONS TAKEN/REMAINING

1. Supt approval.
2. Honor Committee implement.

REMARKS

Implemented

Enclosure 5-26 to Appendix III

SOURCE OF STUDY

ADVISORY BOARDS

POSVAR COMMISSION

Recommendation #21. Establish an independent advisory board providing advice and reporting to the superintendent.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

ACTIONS TAKEN/REMAINING

1. DA approval.
2. DA & USMA implement.

REMARKS

Concur with Posvar recommendation subject to two conditions:
(1) that the supt controls membership in order to insure that membership remains apolitical.
(2) that the board receives its agenda from the supt.

Enclosure 5-27 to Appendix III

SOURCE OF STUDY

INFUSION OF OFFICER EXPERIENCES

POSVAR COMMISSION

Recommendation #22/23. Create a system for soliciting experiences regarding honor issues from recent graduates and former staff and faculty in the field.

HONOR ACTIONS COMMITTEE

Recommended establishing Company Honor Education Teams (CHET) consisting of staff and faculty, permanent and non-tenured, the tactical officer, as well as the cadet commander and honor representatives.

CADET HONOR COMMITTEE

Concur with philosophy of CHET.

ACTIONS TAKEN/REMAINING

1. Supt approved CHET concept.
2. Honor Committee implement CHET.

REMARKS

Implemented (Begins AY 89-90)

Enclosure 5-28 to Appendix III

SOURCE OF STUDY

PRIDE IN THE CODE

POSVAR COMMISSION

Recommendation #24. Cadets should be made aware of other professions' ethical codes. Cadets should have pride in their Code, but fully aware that others also pursue a high standard of integrity.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

The thought represented in the Posvar Commission recommendation is already included in existing honor education.

ACTIONS TAKEN/REMAINING

Included in new honor education content.

REMARKS

Implemented

Enclosure 5-29 to Appendix III

SOURCE OF STUDY

SPIRIT OF THE CODE

POSVAR COMMISSION

Recommendation #25. Honor education must stress the broader meaning of integrity, that honorable behavior transcends the prohibition of certain kinds of acts.

HONOR ACTIONS COMMITTEE

Focused part of its efforts on conceptualizing the "spirit of the Code," and tempered its recommendations with this broader context in mind. Recommends a paper discussing this subject for use by cadets.

CADET HONOR COMMITTEE

Continue to stress "doing the right thing" v. "adhering to a set of rules." Concur with the Honor Actions Committee's orientation.

ACTIONS TAKEN/REMAINING

Honor Committee has incorporated the spirit of the Code portion of the Honor Actions Committee report in the revision of the Honor Committee's instructional pamphlets.

REMARKS

Implemented

SOURCE OF STUDY

PROFESSIONAL ARMY ETHIC

POSVAR COMMISSION

The Honor Code forms the "exemplary core" of honorable, soldierly conduct. The Cadet must understand that obligation to duty and loyalty to the nation and its laws is on an equal footing with a soldier's honor.

HONOR ACTIONS COMMITTEE

Identified the absence of appropriate emphasis on the professional Army ethic in the education program. Revised education program includes significantly greater emphasis on the Army ethic. Recommends using Posvar Report, Chapter 4, in honor instruction.

CADET HONOR COMMITTEE

Fully embraced the philosophy of the Honor Actions Committee.

ACTIONS TAKEN/REMAINING

Honor Committee has incorporated a new section on the professional Army ethic (excerpt from Posvar report) in its revision of USCC Pam 632-1, The Honor Code and System, as well as the revised education program.

REMARKS

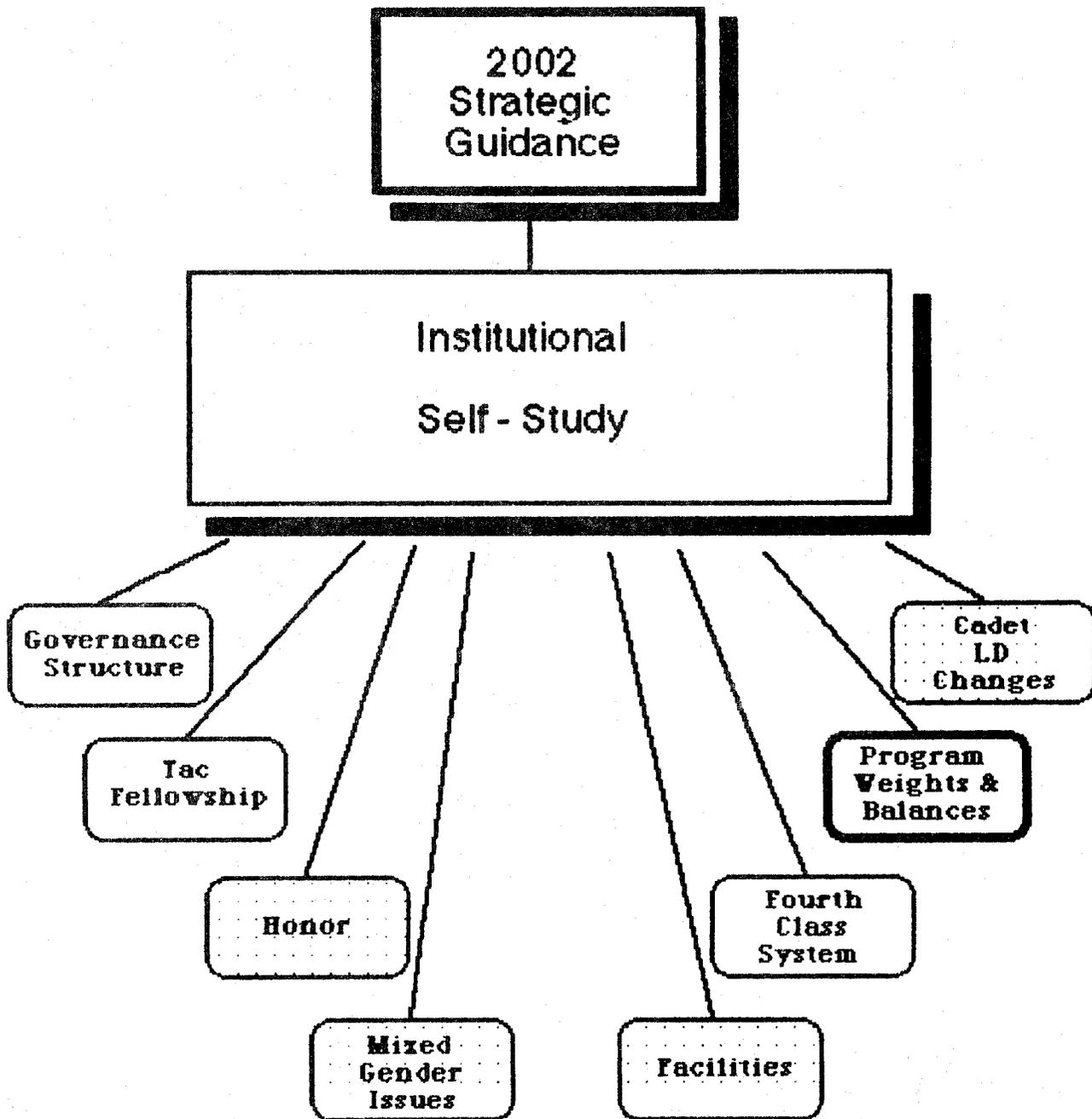
Implemented

MAJOR CONTRIBUTIONS OF THE POSVAR COMMISSION

- RINGING ENDORSEMENT OF THE HONOR CODE
- REAFFIRMED WEST POINT AS AN
"HISTORICAL NATIONAL ASSET" AND
THE HONOR CODE AS A NATIONAL
TREASURE
- ARTICULATED APPLICATION OF
HONOR CODE TO BROADER
PROFESSIONAL AND PUBLIC SERVICE

ISSUES

- MEDIA INTERPRETATION OF POSVAR REPORT
 - "WEAKENING THE CODE"
 - "GRADUATED SANCTIONS"
 - "ELIMINATION OF QUIBBLING AS AN OFFENSE"
- METHODOICAL IMPLEMENTATION
- SUPPORT OF THE CORPS



Enclosure 6 to Appendix III

PURPOSE

**To Enrich the Academic Program
to Bring Cadets to a Level of Excellence
Equal to their Performance in
the Physical and Military Programs**

Enclosure 6-2 to Appendix III

GUIDANCE

- KEEP WHAT IS NOW STRONG
- UTILIZE THE 47 MONTH PERIOD
- MAINTAIN EXCELLENCE IN PHYSICAL AND MILITARY DEVELOPMENT
- FOLLOW THE PRECEPTS IN "2002"

REASONS

- YEARS OF WARNING
(MOST RECENTLY, POSVAR COMMISSION)
- OPPORTUNITY NOW
- ACCREDITATION SELF-STUDY
- RECENT INITIATIVES TO BUILD UPON

Enclosure 6-4 to Appendix III

PROJECT ENRICHMENT

- **BASELINE TIME**
Identification of the Baseline Requirements in each of the 3 Programs
- **ENRICHMENT TIME**
Identification of Time for a Cadet to Choose Areas for Excellence
- **FLEX TIME**
Identification of time for the cadet decision for use

FLEX						
ENRICHMENT						
BASELINE					PHYSICAL	MILITARY
						ACADEMIC

PROJECT ENRICHMENT

ALTERNATIVE MODEL

SUMMER	THANKS- GIVING	1ST SEMESTER	CHRIST- MAS IS	2D SEMESTER	SPRING LV GRAD
11	1-	17	2 2	17	1+ 1

CBT
CFT
BASE L ENR
BASE L ENR

ACADEMIC DEVELOPMENT PROGRAM

BASELINE REQUIREMENTS

- 40 Academic Courses totalling 124 credit hours
- Baseline Includes Core (breadth) and Elective (depth) Components
- Baseline Course Requirements Completed Within 8 Academic Terms
- Baseline Program Consists of 31 Core / 9 Electives
- Field of Study is Baseline, Major Requires Enrichment
- Required Minimum Graduation QPA of 2.0

Enclosure 6-7 to Appendix III

ACADEMIC PROGRAM

UNCHANGED

- CORE INTACT
- BALANCE BETWEEN HPA and MSE
- CORE (BREADTH) and ELECTIVES (DEPTH)
- MAJORS (and ABET)
- SMALL CLASS CONFIGURATION
- 4 YEAR CURRICULUM
- DEPARTMENTS
- VALIDATIONS
- 40 PERIODS / SEMESTER
- 55 MINUTE CLASS PERIOD

ACADEMIC PROGRAM

INITIATIVES

- CONCEPT OF BASELINE (31 / 9)
- FLEXIBILITY
- ENRICHMENT OPPORTUNITIES
- WEIGHT OF EFFORT TO ACADEMICS IN SEMESTERS
- MS COURSE OUT OF ACADEMIC SEMESTER
- ESTABLISH INTERSESSION
- ACADEMIC FACULTY INVOLVEMENT IN INTERSESSION
- RE-PACKAGE LAW COURSE
- CLASSROOM STANDARDS TOUGHENED
- ENHANCE FACULTY DEVELOPMENT

WEST POINT ENVIRONMENT

ITEMS NOT CHANGED IMPACTING FAVORABLY ON ACADEMICS

- **ACADEMY SCHEDULE**
- **FACULTY MIX**
- **"2002"**

INITIATIVES THAT IMPACT FAVORABLY ON ACADEMICS

- **PHYSICAL DEVELOPMENT REQUIREMENTS**
- **CADET DUTY REQUIREMENTS**
- **LEAVE AND PASS POLICY**
- **OPTIONAL SUPPER**
- **USCC ATTITUDES**

MILITARY DEVELOPMENT PROGRAM

BASELINE COMPONENTS

- CADET PROFESSIONAL DEVELOPMENT
- MILITARY SCIENCE
- MILITARY TRAINING

MILITARY DEVELOPMENT PROGRAM

BASELINE COMPONENTS

- Cadet Professional Development

Human Relations
Alcohol and Drugs
Duty Concept

PELMA

Honor

- Military Science

Military Heritage*
Professionalism*
Tactics
Military Knowledge / Skills

Military Ethics
Leadership*
Communication Skills

* Responsibility shared with Dean

MILITARY DEVELOPMENT PROGRAM

BASELINE COMPONENTS

- Military Training

Summer

- 4CL CBT
- 3CL CFT
- 2CL DETAIL at WEST POINT or FIELD ARMY (NCO)
- 1CL DETAIL at WEST POINT or FIELD ARMY (OFFICER)

Academic Year

- Military Environment
- Command and Control
- Drill and Ceremonies
- Cadet Military Development
- LPI Assessment System
- Certification Assessment

MILITARY DEVELOPMENT PROGRAM UNCHANGED

- UNIFORMED STAFF AND FACULTY
- * MILITARY ENVIRONMENT
 - ACADEMIC SEMESTER:
 - MS ELECTIVES
 - DRILL, UNIFORMS, DISCIPLINE, CHAIN OF COMMAND
 - MS IN ACADEMIC DEPARTMENTS
 - ICL MISSIONS
 - * SEQUENTIAL DEVELOPMENTAL EXPERIENCES
 - EXPANDED LEADER DEVELOPMENT OPPORTUNITIES
 - RANK STRUCTURE
 - RESPONSIBILITIES and PRIVILEGES
 - ICL LIVING CONDITIONS
- * 3 1/2 YEAR MODEL
- * CERTIFICATION ASSESSMENT
- * CFT (CAMP BUCKNER) FOCUS
 - SQUAD LEADERS
 - PLATOON TRAINERS
- RETAIN SUMMER TRAINING (CBT / CFT)
- TACTICAL OFFICER FELLOWSHIP

* INITIATIVES WITHIN THE LAST TWO YEARS

MILITARY DEVELOPMENT PROGRAM

INITIATIVES

- INTERSESSION
- MS CORE COURSES
- LEAVE AND PASS POLICY
- MILITARY ELECTIVES / ENRICHMENTS
- CADET PROFESSIONAL DEVELOPMENT PROGRAM
- CADET EXTRA CURRICULAR ACTIVITIES
- VALIDATION FOR MILITARY TRAINING
- CREDIT FOR ALL WORK

PHYSICAL DEVELOPMENT PROGRAM

BASELINE COMPONENTS

- INSTRUCTION
- TESTING
- COMPETITIVE SPORTS
- MASTER FITNESS
- GUIDANCE PROGRAM
- SUMMER TRAINING

PHYSICAL DEVELOPMENT PROGRAM

UNCHANGED

- CORE COURSES
- CARRY OVER SPORTS (ELECTIVES)
- INTRAMURALS
- HIGHEST COMPETITION LEVEL
- PHYSICAL FITNESS TESTING

PHYSICAL DEVELOPMENT PROGRAM

INITIATIVES

- CORPS OPTIONAL SPORTS (COPS)
- COMPETITIVE CLUB SPORT CREDIT
- PHYSICAL DEVELOPMENT ELECTIVES
- APFT TESTING
- TOUGHEN STANDARDS
- CONTENT TO SUMMER TRAINING

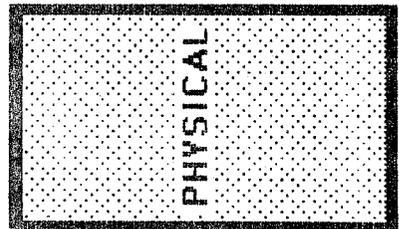
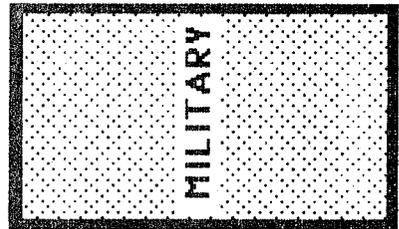
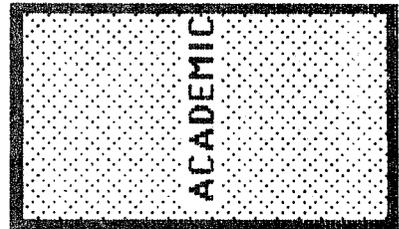
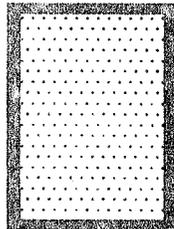
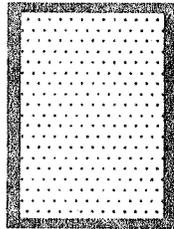
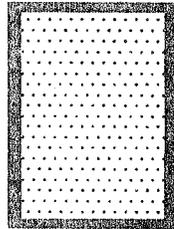
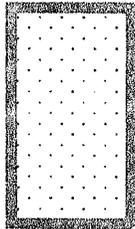
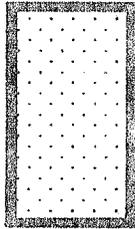
PROJECT ENRICHMENT

- BASELINE REQUIREMENTS
- ENRICHMENT OPPORTUNITIES
- FLEX TIME

FLEX

ENRICHMENT

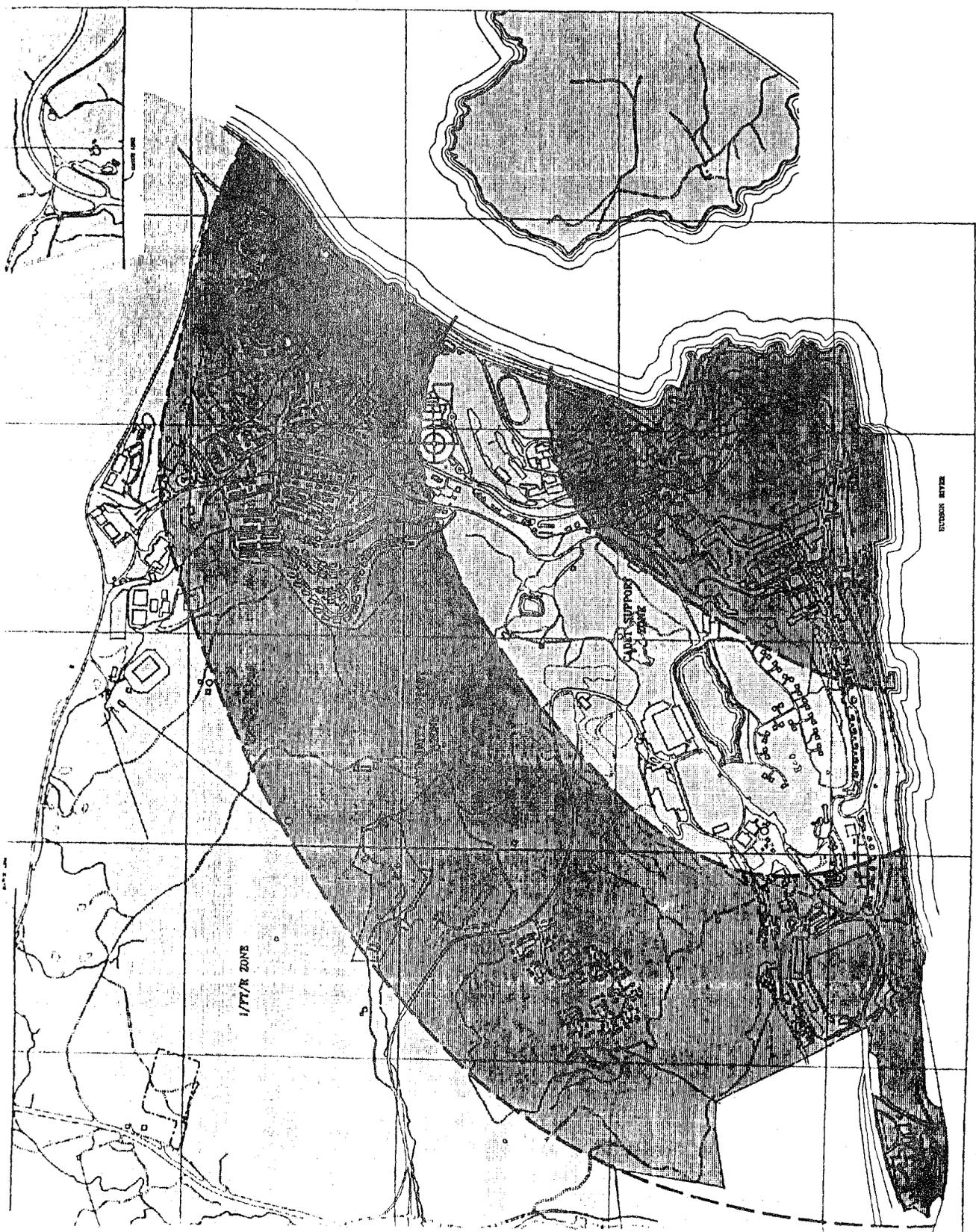
BASELINE



UNITED STATES MILITARY ACADEMY

BICENTENNIAL PLAN

Enclosure 7 to Appendix III



Enclosure 7-2 to Appendix III

CADET ZONE

The immediate environment where cadets attend classes, study, eat, and sleep. It includes academic club activities, physical education classes, and intramural athletic activities as required by the cadet daily schedule. The cadet zone is primarily reserved for facilities required for the education, training, physical development and inspiration of the Corps of Cadets. All of these activities are to be located within a pedestrian reach of each other to facilitate the cadets' schedule requirements.

The cadet zone is the physical focus of the United States Military Academy leadership development mission.

Enclosure 7-3 to Appendix III

CADET ZONE PERMITTED USES

- Cadet classrooms
- Cadet laboratory facilities
- Cadet library facilities
- Cadet barracks¹
- Cadet dining facilities
- Cadet academic clubs
- Cadet medical and health facilities
- Cadet dental facilities
- Cadet religious facilities
- Social, cultural and entertainment facilities for cadets
- Convenience retail and personal service facilities for cadets exclusive use
- Cadet book issue and sales
- Indoor and outdoor space for daily cadet P.E. class and intramural athletic activities²
- Facilities for cadet drill and ceremonies
- Offices for Commandant and his staff
- Faculty offices and administrative spaces³
- Faculty and staff food service
- Cadet counseling facilities
- Cadet staff and honor facilities
- Offices for coaches having their venue in cadet zone
- Facilities devoted to memorization and historic display
- Academy command facilities
- Limited parking facilities for persons doing business with zone occupants

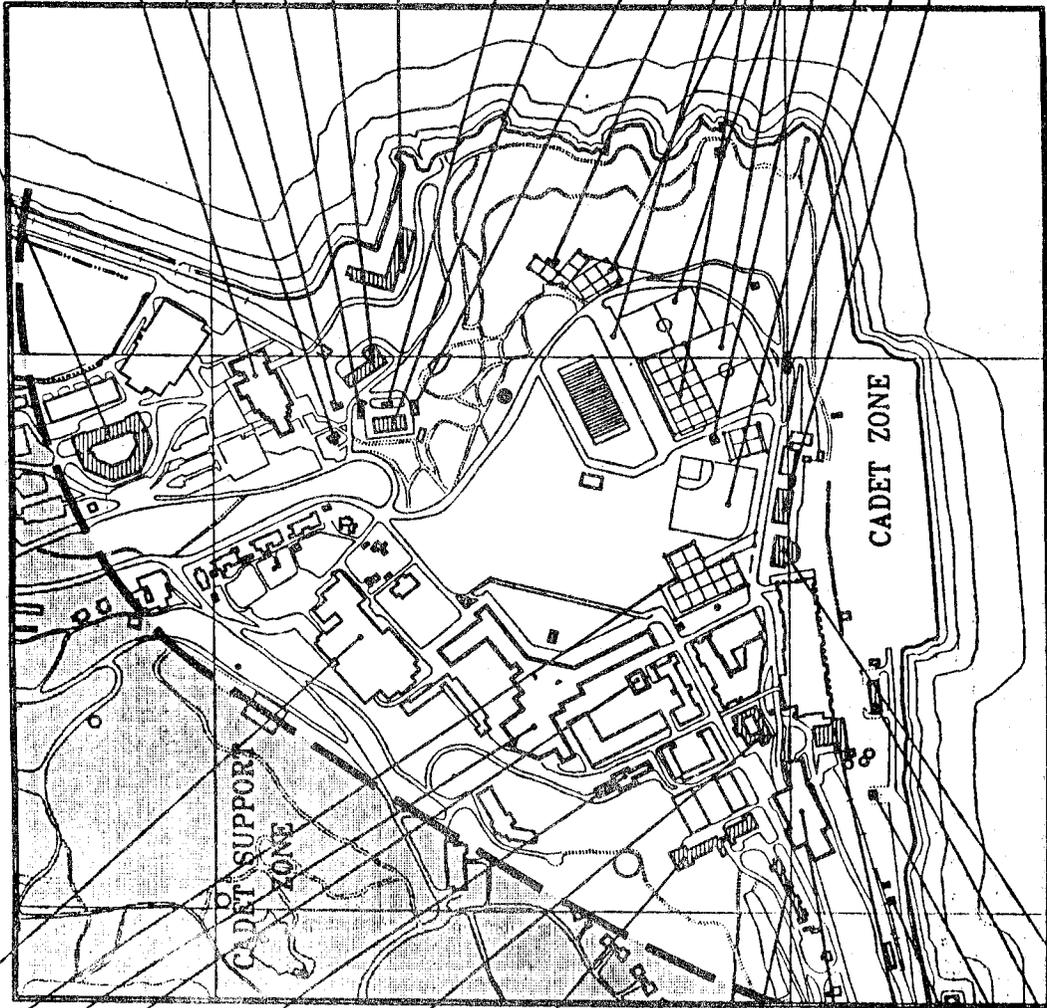
¹ Including dayrooms, storage space and offices for cadets and TAC Officers

² Within space limitations

³ Including DPE and DM

ACTILITIES USE INVENTORY CADET ZONE

- 667 COMMISSARY
- DEH/SHOPS & OFFICES 40,306 SF
- DOL/PBO 1,060 SF
- DEH/ADMINISTRATION 18,084 SF
- DOIM/PHOTO 5,293 SF
- DISTRICT ENGINEER 1810 SF
- COMMISSARY 44,021 SF
- DOL/PAC 8,464 SF
- DOL/TISA 10,282 SF
- DOL/SEAS 4,973 SF
- DOL/CEMETERY 280 SF
- 665 EISENHOWER HALL
- DCA/ADMINISTRATION 6,266 SF
- 9146 HOSTESS RESIDENCE
- 1,198 SF
- 9147 ACS COTTAGE
- 2,345 SF
- 671A BENET HALL
- BOY & GIRL SCOUTS 1,723 SF
- 6639 ODIA/DOIM
- ODIA/ADMINISTRATION 20,050 SF
- DOIM/TRAINING AIDS 6,690 SF
- 9627 TRANS DV STORE
- DEMOUSE
- MEDDAC/STORAGE 4,200 SF
- DOL/CADET BOOK 14,307 SF
- DOL/HARBORCRAFT 2,500 SF
- 6637 HENTON HALL
- DCA/CLUB 912 SF
- 6635 ORDNANCE CTRD
- DCFA/SD CTR 1,369 SF
- ESIM/PROGRAMMES 6,577 SF
- 6671 CROZIER HALL
- DCFA/TRIBT SHOP 1,766 SF
- 9148 OLD SET QUARTERS
- PARKING
- 16 TENNIS COURTS
- 2 SOCCER FIELDS
- 6684 STOREHOUSE
- ROULEDAY FIELD
- 669 GENERAL INSTRUCTION BUILDING
- 00A/SOCCER LOCKER 1044 SF
- 665 CULLUM HALL
- AUGDAA ADMINISTRATION 6,242 SF



LEGEND

- NO RELOCATION REQUIRED
- CANDIDATE FOR RELOCATION
- FUTURE ZONE
- CANDIDATE FOR RELOCATION
- OUT OF ZONE

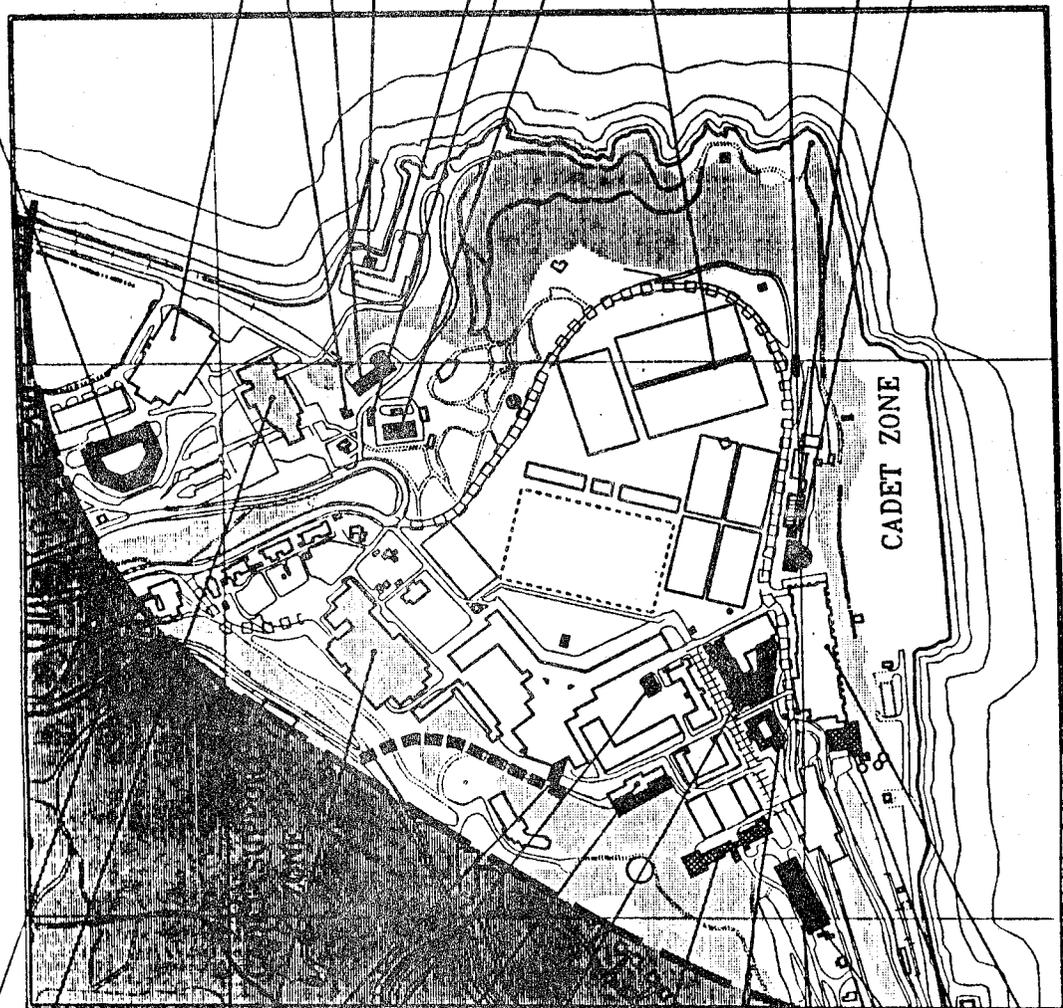
- 757 GYMNASIUM
- ODIA/DPE 150 SF
- 7 TENNIS COURTS
- 745A WASHINGTON HALL
- USCC/GUARD RM 400 SF
- 747 ADMINISTRATION BLDG.
- DOL/BANK 1,260 SF
- DOL/TREAS 640 SF
- 720 CADET ACTIVITY
- USCC/CADET COUNSELING 2,565 SF
- DCA/CADET CLUBS 15,600 SF
- ZENITH MAINT
- DEAN/DS&L 4,115 SF
- DCA/PIZZA 1,265 SF
- 600 POST HQ
- DOL 1,541 SF
- IRO 2,690 SF
- DRM 2,759 SF
- GARRISON COM 1,090 SF
- DCFA/AG 1,649 SF
- DOIM 4,396 SF
- 668 HEALTH CLINIC
- DOIM/GRAPHICS 5,450 SF
- MEDDAC MENTAL HEALTH 1,100 SF
- MEDDAC OCCUP HEALTH 800 SF
- MEDDAC/CADET EYE CLINIC 727 SF
- AL/CADET DENTAL CLINIC 18,928 SF
- DCFA/ALCOHOL & DRUG 1,916 SF
- DOL/CADET STORE 12,681 SF
- SIA 5,549 SF
- DAD 10,238 SF
- DAD PUBLIC CONTACT 1,222 SF
- CENTRAL APARTMENTS
- 50,290 SF
- 752 MAHAN HALL
- DOL/CADET MOVIE 4,780 SF
- 604 POWER PLANT
- 24,842 SF
- 742 YACHT CLUB
- YACHT/STORAGE 280 SF
- 604-P TRAIN STORAGE
- 545 SF
- 606 DEE ST
- PER/STORAGE 1,260 SF
- 602 OFFICERS CLUB
- 27,890 SF

CONCEPT PLAN CADET ZONE

- 6600 COMMISSARY
- CADET SERVICE CENTER
- DMW/CADET PAY 1250 SF
- DENTAL/CADET DENTAL 16,000 SF
- DOL/CADET STORE 12,841 SF
- USCC/CADET COOKING 1,439 SF
- DOL/CADET BANK 12,287 SF
- DOL SSSC 8,075 SF
- HEBAC/EYE CLINIC 7217 SF
- DCA/ALCOHOL/DWVC 1,910 SF
- DOL/BOOK STORE 19,287 SF
- DOL/MOVIE THEATER 2,254 SF
- DCA/CADET CLUBS
- DOL/SALE 864 SF
- DCA/PARACHUTE CLUB 4,223 SF
- DOL/TREASURER 640 SF
- 6603 FIELD HOUSE
- INDOOR DECK/TENNIS 28,000 SF
- 6147 ACS COTTAGE
- DCA/ADMIN 2,310 SF
- 6439 OBHA
- DAD 10,215 SF
- NEW MARINA
- DOL/HARBOR CRAFT 2,500 SF
- DCA/CREW 912 SF
- YACHT CLUB 363 SF
- DCA/SAILING 860 SF
- PARKING
- 6671A BENET HALL
- DAD PUBLIC CONTACT 1,222 SF
- 6635 FIRST CLASS CLUB
- DAR/VISITOR SUPPORT 3,114 SF
- VCA PIZZA 1,265 SF
- ATHLETIC FIELDS
- PE & INTRAMURAL ATHLETIC FIELDS - SEE PROPOSED PLAYING FIELDS - FALL & SPRING
- 6609 GEN INST BLDG
- SOCCER LOCKER REMOVED
- 6605 MEMORIAL PLAZA 4,340 SF
- 6602 OFFICERS MESS
- LUNCH, SNACK BAR, DCA/CADET SOCIAL 27,669 SF

LEGEND

- 6600 SLOPES OVER 20%
- NEW CONSTRUCTION
- RELOCATED FUNCTION
- RESERVED FOR FUTURE USE
- DEMOLISH
- 0 100 200 400 FEET
- N



- 6606 CATHOLIC CHAPEL ADDITION
- 6655 EISENHOWER HALL
- DCA/CADET CLUBS 15,000 SF
- 6727 GYMNASIUM
- DPE GYM STOR 10,500 NSF
- WASHINGTON HALL ADDITION
- DOL/CADET FOOD 10,070 SF
- 6740 ADMIN BLDG
- ZENITH MAINT 500 SF
- USCC/GUARD RM 400 SF
- 6720 CADET ACTIVITY ADDITION TO 6720 50,000 GSF
- 6753 BARTLETT HALL
- LAN/LIBRARY L.PANIS INTO BARTLETT " " " " 13,400 SF
- BY YEAR 2008
- PHOTONICS 4,000 NSF
- 6608 HEALTH CLINIC
- FUTURE ACADEMIC/ADDITIONAL BARRACKS
- 6600 POST HEADQUARTERS
- O/LDI 1,000 NSF
- SIA 4,876 SF
- BI-CENTENNIAL SCIENCE BLDG TO REPLACE AREAS OF BARTLETT HALL VACATED DUE TO LIBRARY EXPANSION
- CENTRAL APTS. DEMOLISH
- 6604 POWER PLANT
- FUTURE ACADEMIC SPACE 48,000 SF
- 6601 TRAYER HALL
- DEAN/BS&L 4,800 SF

Enclosure 7-6 to Appendix III



CONCEPT PLAN COMMUNITY SUPPORT ZONE

- 750 ADMIN
MEDDAC/OCC HEALTH 800 SF
MEDDAC/MENTAL HEALTH 1,500 SF
MEDDAC BARRACKS 28,000 SF
- 883 COMMUNITY SUPPORT CENTER
DCFA/CHILD DEV 1,422 SF
WEST POINT PRESCHOOL 3,437 SF
DCFA/ACS 1,400 SF
DCFA/THRIFT SHOP 1,765 SF
BOY & GIRL SCOUTS
DCFA YOUTH ACTIVITIES 3,724 SF
RELIGIOUS EDUCATION CTR.
COMMUNITY CLUB 1,500 SF
- 695 SELF HELP
DEH/SELF HELP 8,075 SF
- OFFICERS CLUB 27,800 SF
- 645 (SITE)
ACC, DAA ADMIN
•646 ADMIN
ODIA BASEBALL COACHES
& LOCKERS 2,200 SF
- NEW FIELDS
ODIA/1 BASEBALL FIELD
2 LIGHTED SOFTBALL FIELDS
1 SKINNED INFIELD

LEGEND

- ▨ SLOPES OVER 20%
- NEW CONSTRUCTION
- DEMOLISH



- 750 ADMIN
MEDDAC/OCC HEALTH 800 SF
MEDDAC/MENTAL HEALTH 1,500 SF
MEDDAC BARRACKS 28,000 SF
- 883 COMMUNITY SUPPORT CENTER
DCFA/CHILD DEV 1,422 SF
WEST POINT PRESCHOOL 3,437 SF
DCFA/ACS 1,400 SF
DCFA/THRIFT SHOP 1,765 SF
BOY & GIRL SCOUTS
DCFA YOUTH ACTIVITIES 3,724 SF
RELIGIOUS EDUCATION CTR.
COMMUNITY CLUB 1,500 SF
- 695 SELF HELP
DEH/SELF HELP 8,075 SF
- OFFICERS CLUB 27,800 SF
- 645 (SITE)
ACC, DAA ADMIN
•646 ADMIN
ODIA BASEBALL COACHES
& LOCKERS 2,200 SF
- NEW FIELDS
ODIA/1 BASEBALL FIELD
2 LIGHTED SOFTBALL FIELDS
1 SKINNED INFIELD
- 628 ADMIN
•7/LRC 2,145 SF
•8F/HQ 1,400 SF
WEST BARRACKS
FARE 18,249 SF
- THOMAS HALL
•ACTG 1,990 SF
•DEM 2,759 SF
•OFF 8,736 SF
•FAO 11,248 SF
- BACKAGE STORE
•HALL 4,762 SF
•ENTER 5,000 SF
- BAYER HOTEL
EXPANSION
•2,101
- DOIM 4,596 SF
•FHCS 5,420 SF
•PCOB 6,635 SF
•CTR 1,300 SF
•PROCR 3,680 SF
•AIDS 5,060 SF
•LAB 5,283 SF
•H OIR 3,055 SF
- STUDIOS CENTER
•3/WIC 4,050 SF

ST 1989

PROGRAMMING PRIORITIES

- 1 - Establish the Cadet Zone**
 - Traffic Flow
 - Clear the Plain
 - Move Incompatible Uses
 - Cadet Mall
- 2 - Establish the Single Soldier Subzone**
 - Consolidate the Mess
 - Relocate the MP's
 - Soldier Center
- 3 - Establish Inprocessing Center**
 - Provost Marshall
 - Finance & Accounting
 - Civilian Personnel
- 4 - Garrison Staff Headquarters**
 - Bldg 681
 - Bldg 685
- 5 - Establish the Community Support Zone**
 - The Spine Highway
 - The 1 Stop to Washington Gate Road
 - Housing
 - Commissary
 - PX and 1 stop shopping center
 - Community Center
 - Community Support Center
- 6 - Establish the Industrial, Field Training, and Recreational Zone**
 - New Ammunition Supply Point
 - Motor Pool Complex at Range 2
 - DEH Shops
 - Power Plant

Enclosure 7-9 to Appendix III

PROGRAMMING PRIORITIES

1 - ESTABLISH THE CADET ZONE

Tasks

Status

- | | |
|--------------------------|--|
| - Traffic Flow | - Mahan Bridge Closed
1 June |
| - Clear the Plain | - Library Courts Removed
after last home
football game;
Fall 1989 |
| | - Doubleday Field Removed
after graduation;
June 1990 |
| - Move Incompatible Uses | |
| - Cadet Mall | |

Enclosure 7-10 to Appendix III

PROGRAMMING PRIORITIES

2 - ESTABLISH THE SINGLE SOLDIER SUBZONE

Tasks

- Consolidate the Mess
- Relocate the MP's
- Soldier Center

Status

- FY 92 MCA Program;
Approved for
design. Part of Bldg
681 project.

Enclosure 7-11 to Appendix III

PROGRAMMING PRIORITIES

3 - ESTABLISH INPROCESSING CENTER

Tasks

- Provost Marshall
- Finance & Accounting
- Civilian Personnel

Status

- FY 92 MCA Program;
Approved for
design. Part of Bldg
681 project.
- FY 92 MCA Program;
Approved for
design. Part of Bldg
626 project.

Enclosure 7-12 to Appendix III

PROGRAMMING PRIORITIES

4 - GARRISON STAFF HEADQUARTERS

Tasks	Status
- Bldg 681	- FY 92 MCA Program; Approved for design. Part of Bldg 681 project.
- Bldg 685	- FY 93 MCA Program; USMA preparing 1391.

Enclosure 7-13 to Appendix III

PROGRAMMING PRIORITIES

5 - ESTABLISH THE COMMUNITY SUPPORT ZONE

Tasks	Status
- Housing	- 100 Units in FY 91 program
- Commissary	- Opened 8 May 1989
- Community Center	
- PX and 1 stop shopping center	
- The 1 Stop to Washington Gate Road	- Fire Trail to be cut
- The Spine Highway	
- Community Support Center	

Enclosure 7-14 to Appendix III

PROGRAMMING PRIORITIES

6 - ESTABLISH THE INDUSTRIAL, FIELD TRAINING, AND RECREATIONAL ZONE

Tasks

Status

- New Ammunition Supply
Point

- Motor Pool Complex at
Range 2

- DEH Shops

- Power Plant

- DEH Study Group
Defining Scope

Enclosure 7-15 to Appendix III

Coordinated Annual Program

Conceptual

	1989	1990	1991	1992	1993	2000	> 2000
MCA	█	█		█	█	█	█	█
RPMA	▣	▣	▣	▣	▣	▣	▣	
NAF	▨	▨			█			
Other		█	▨	▨	▨	

Enclosure 7-16 to Appendix III

REASON FOR OSHA INSPECTION OF USMA

USMA LOST TIME INJURY RATE

- (DOD AVERAGE)..... 2.79
- (FY 86 & 87)..... 3.85
- (FY 88)..... 2.50
- (FY 89 1st - 3rd Qtrs)..... 3.50

OSHA TEAMS

— INSPECTING USMA

- TWO SAFETY INSPECTORS
- ONE INDUSTRIAL HYGIENIST

— INSPECTING CONTRACTORS

- ONE SAFETY INSPECTOR
- ONE INDUSTRIAL HYGIENIST

IMPORTANT DATES

26 AUG 88 INSPECTION BEGAN
30 SEP 88 INTERIM OUTBRIEF
10 OCT 88 UNOFFICIAL VIOLATION LIST
23 NOV 88 TELEPHONIC OUTBRIEF
11 JAN 89 OFFICIAL REPORT RECEIVED
31 JAN 89 RESPONSE FORWARDED TO OSHA
11 MAR 89 FIRST FOLLOW-UP BY OSHA
31 DEC 89 ANTICIPATED COMPLETION OF OSHA
FOLLOW-UP VISITS

STATUS AS OF 10 AUG 89

- **197 OF THE 207 VIOLATIONS HAVE BEEN CORRECTED**
- **REMAINING 10 VIOLATIONS WILL BE CORRECTED
NOT LATER THAN OCT 1989**
- **ESTIMATED COST FOR CORRECTION OF OSHA FINDINGS
\$700,000 - \$1,000,000**

ACTIVITIES OSHA INSPECTED

DIRECTORATE OF ENGINEERING AND HOUSING (DEH)

- SHOPS
- POWER HOUSE
- WATER/SEWAGE TREATMENT PLANTS
- MECHANICAL ROOMS
- WORK AREAS

DIRECTORATE OF LOGISTICS (DOL)

- CORP SUPPORT BRANCH
- CADET MESS
- WAREHOUSES

ACTIVITIES (CONT)

DIRECTORATE OF INFORMATION MANAGEMENT (DOIM)

- PRINT PLANT
 - AUDIO VISUAL INSTRUCTIONAL
 - TELEVISION (AVIT)
- MEDDAC
- KELLER ARMY HOSPITAL
- ### DIRECTORATE OF COMMUNITY AND FAMILY ACTIVITIES (DCFA)
- COMMUNITY RECREATION DIVISION
- ### OFFICE OF THE DIRECTOR OF INTERCOLLEGIATE ATHLETICS (ODIA)
- INDOOR RIFLE/PISTOL RANGE

BREAKOUT OF OSHA FINDINGS

<u>FINDINGS</u>	<u>TOTAL</u>
WILLFUL.....	36
SERIOUS.....	150
OTHER.....	21
<u>TOTAL.....</u>	<u>207</u>

BREAKOUT OF OSHA FINDINGS BY TYPE

NO. FINDINGS

● UNGUARDED BELTS AND PULLEYS, CHAINS, SPROCKETS, FANS AND OTHER MOVING PARTS.	65
● VIOLATION LIFE SAFETY/FIRE CODES	49
● NEED FOR HANDRAILS, TOE BOARDS, LADDER CAGES/PLATFORMS.	32
● ELECTRICAL HAZARDS	23
● ADMINISTRATIVE	12
● PERSONAL PROTECTIVE EQUIPMENT	12
● GUARDING POINT OF OPERATION	7
● HEALTH HAZARDS	7
	<hr/>
	TOTAL
	207

BREAKOUT OF WILLFUL

- SEPARATION OF CHLORINE AND ACID TANKS
IN CADET GYM
- PERSONAL MONITORING FOR PISTOL AND
RIFLE COACHES (2)
- FLAMMABLE STORAGE (6)
- FLOOR OPENINGS NOT GUARDED BY COVERS (2)
- LADDERS WITH BROKEN OR MISSING STEPS (2)
- GUARDING POINT OF OPERATION (3)
- FIREMAN TURN-OUT GEAR
- GUARDING MOVING PARTS (6)
- ELECTRICAL HAZARDS (5)
- FIXED LADDER REQUIRING CAGE
- EYE LAVAGE REQUIREMENT
- GRAB BARS (4)
- STANDARD RAILINGS (2)

COMPLETION DATE
STATUS

<u>DATE</u> <u>FOM</u>	<u>TOTAL</u>	<u>WILLFUL</u>	<u>SERIOUS</u>	<u>OTHER</u>
JUL 89	10	4	5	1
AUG 89	7	3	3	1
SEPT 89	1	0	0	1
JAN 90	0	0	0	0

ADDITIONAL ACTIONS

- RENEWED EMPHASIS ON SAFETY IN THE WORKPLACE
 - MAKE SUPERVISORS ACCOUNTABLE FOR SAFETY RESPONSIBILITIES
 - INSPECT SIMILAR AREAS OSHA DID NOT INSPECT
 - ENFORCE TIME LIMITS TO CORRECT HAZARDS OR TAKE INTERIM MEASURES TO PROTECT EMPLOYEES
- REDUCE LOST TIME INJURIES

UNITED STATES MILITARY ACADEMY
WEST POINT, N.Y.

WEST POINT

THE ENVIRONMENT

Enclosure 9 to Appendix III

BOV Briefing Slide List

West Point Crest Slide

West Point THE ENVIRONMENT

Graphics Slide

Plain View
Parade
Chapel
Cemetery
Football

ENVIRONMENTAL PROBLEMS

Graphics Slide

Leachate - Lee Area/Elementary School
Leachate - "
Leachate - "
Leachate - Golf Course/Ski Slope
Leachate - Behind Multipurpose Center
Opacity - Central Power Plant
Sewage Treatment Plant - Skimmer Problem
Old Sewer Manhole
POL - need to be obtained
Red Bag Infectious Waste
Asbestos
Radon
PCB

ACTIONS AGAINST WEST POINT

Graphics Slide (may be
highlighted slides)

Headline Collage or four individual Slides

COURSE OF ACTION SLIDE

Graphics Slide

Power Plant
Power Plant
Power Plant
Chlorine Meter
Sewer Line Construction

PROBLEMS REQUIRING ASSISTANCE

Graphics Slide

Enclosure 9-2 to Appendix III

POL - Storage

Storage tanks require surveying, marking and recurrent testing/replacement as part of the NYS Petroleum Bulk Storage program. USMA has been reported to the NYS Attorney General for failure to fully comply with this regulation and is currently awaiting outcome of negotiation and Order on Consent is pending.

POL oil storage facilities require upgrade to meet the standard of the PBS and Clean Water Act. Since both oil storage facilities are located close to the Hudson, there is potential for a major spill. The facility known as 613 requires diking/berming, the major onshore oil facility requires repair to the existing dike. These deficiencies have been reported by concerned citizens to the NYS Commissioner of the Department of Environmental Conservation.

WASTEWATER TREATMENT - Sewer Treatment Problems

The Wastewater Treatment Plant at Target Hill is currently the subject of a \$700,000 intent to sue -- by citizen's action groups protesting violations of the effluent to meet permit standards. Repairs to the plant and the deteriorating system of pipes and manholes require upgrade so that the plant can meet its permit requirements. Some of the current piping configurations in the system allow raw sewage to flow directly into streams which traverse the main post area of the installation.

The Wastewater Treatment Plant at Camp Buckner also needs to be upgraded in order to meet the permit standards.

CLOSED LANDFILL - Leachate

There are 15 closed sanitary landfills. Several of these are exuding orange colored liquid in substantial quantity to warrant further investigation. Sampling and analysis of the liquid (termed leachate) and evaluation of the results will dictate if further action is required. These landfills are also the subject of NYS Attorney General's office action to insure that the leachate is not harmful to the environment.

POWER PLANT - Opacity

The emissions from the plant have exceeded opacity levels and sulfur content of the fuel has been too high. Both of these items received violations and were the subject of the NYS Attorney General's case against USMA. The current emission controls installation project at the plant will not correct the emissions totally and as Clean Air Standards become more stringent more compliance demands will be placed on the aging Power Plant.

Enclosure 9-3 to Appendix III

FFCA's

STAS FFCA concerns Hangars 108 and 109 hazardous material storage and recordkeeping requirements.

USMA FFCA concerns hazardous material storage, inspections of storage areas, recordkeeping, and personnel training.

Also have Memorandum of Understanding (MOU) on Historical Preservation between USMA, Advisory Council on Historic Preservation (ACHP) and New York State Historic Preservation Office (NYSHPO).

In the staffing stage is MOU between DOD, Military Installation and state regulatory agencies.

Natural Resources Defense Council (NRDC)

Involved in potential suit against USMA on Target Hill Sewage Treatment Plant violations.

New York Attorney General's Office

Involved in potential suit against USMA on Central Power Plant opacity and sulfur-in-fuel violations.

Private Groups

Hudson River Fisherman's Association involved jointly with NRDC on Target Hill suit.

Enclosure 9-4 to Appendix III

Meetings

To overcome institutional friction, we have initiated series of meetings with local, state and federal officials to discuss areas of concern in the environmental area.

Highland Falls, Town of Highlands, New Windsor, Town of Newburgh, Orange County, NYSDEC, Attorney General's Office, NYSHPO, DOD, EPA, ACHP, HRFA, NRDC

Staffing Functions

The staff of the Environmental Management Office is being expanded and necessary resources are being directed to it.

Environmental rules and regulations are being stressed throughout the Command and community structure.

PROBLEMS REQUIRING ASSISTANCE

Resources Against Environmental Issues/Costs

Infrastructure repair/replacement suffers as need to act on environmental problems takes precedence.

Degradation of infrastructure can lead to more environmental problems (sewage line breaks, POL spills, hazardous materials/waste spills)

Evolving Standards

Impacts of changing/toughening standards needs to be examined to insure proper efforts are directed towards the most damaging environmental actions. Requiring high amounts of paper reports may limit the time to inspect/monitor potentially more damaging events. Standards emphasizing safety must be highest priority.

Difficult to effectively budget when standards are changing.

Enclosure 9-5 to Appendix III

Projects Initiated/Completed

Underground Tank Testing - all tanks tested passed with only minor repairs on piping for three of them.

Sewer line repairs/replacement are on ongoing continuous project.

Upgrades/repairs to Target Hill Sewage Treatment Plant.

Installation of new boiler controls and the Energy Management System will improve combustion and lessen particulate emissions and opacity.

Monitoring of Power Plant cooling water has been initiated to determine requirements for state permit.

Continued removal of asbestos.

Monitoring of radon - possible implementation of remedial measures.

Recycling program for West Point and Stewart to limit refuse sent to Orange County Landfill.

Utilizing local community's sewage treatment plant allowing closure of Stewart Sewage Treatment Plant.

Projects Programmed

Closure of hazardous waste storage sites - change to accumulation areas.

Upgrade/replacement of Camp Buckner Sewage Treatment Plant.

Continued improvements to Central Power Plant and Target Hill Sewage Treatment Plant.

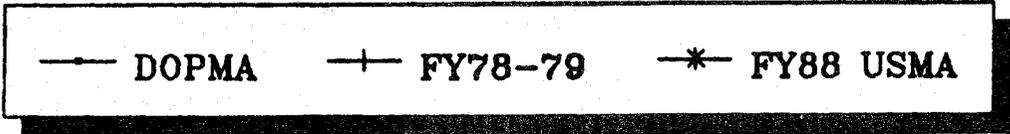
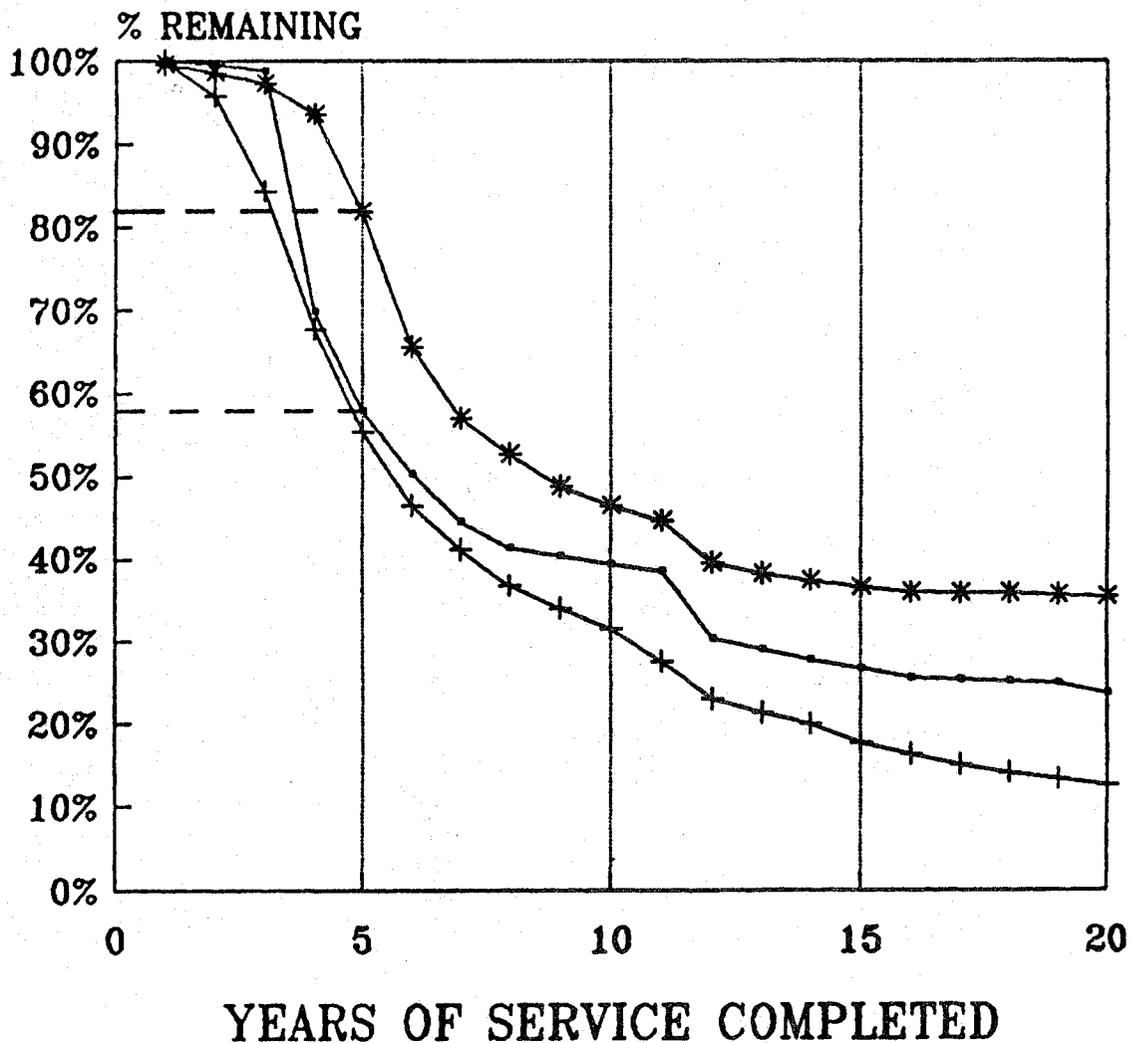
Upgrading POL Storage areas.

Transfer Station	Sludge Disposal	Landfill Sealing
<u>\$ Expended</u>		

1988	\$6,107,500	
1989	\$9,013,000	
1990	(need this figure)	\$11,000,000

Enclosure 9-6 to Appendix III

RETENTION RATES* PRE DOPMA VS CURRENT USMA



• TOTAL LOSSES INCLUDE RESIGNATIONS, DEATHS, RETIREMENTS AND OTHER LOSSES/SEPARATIONS.

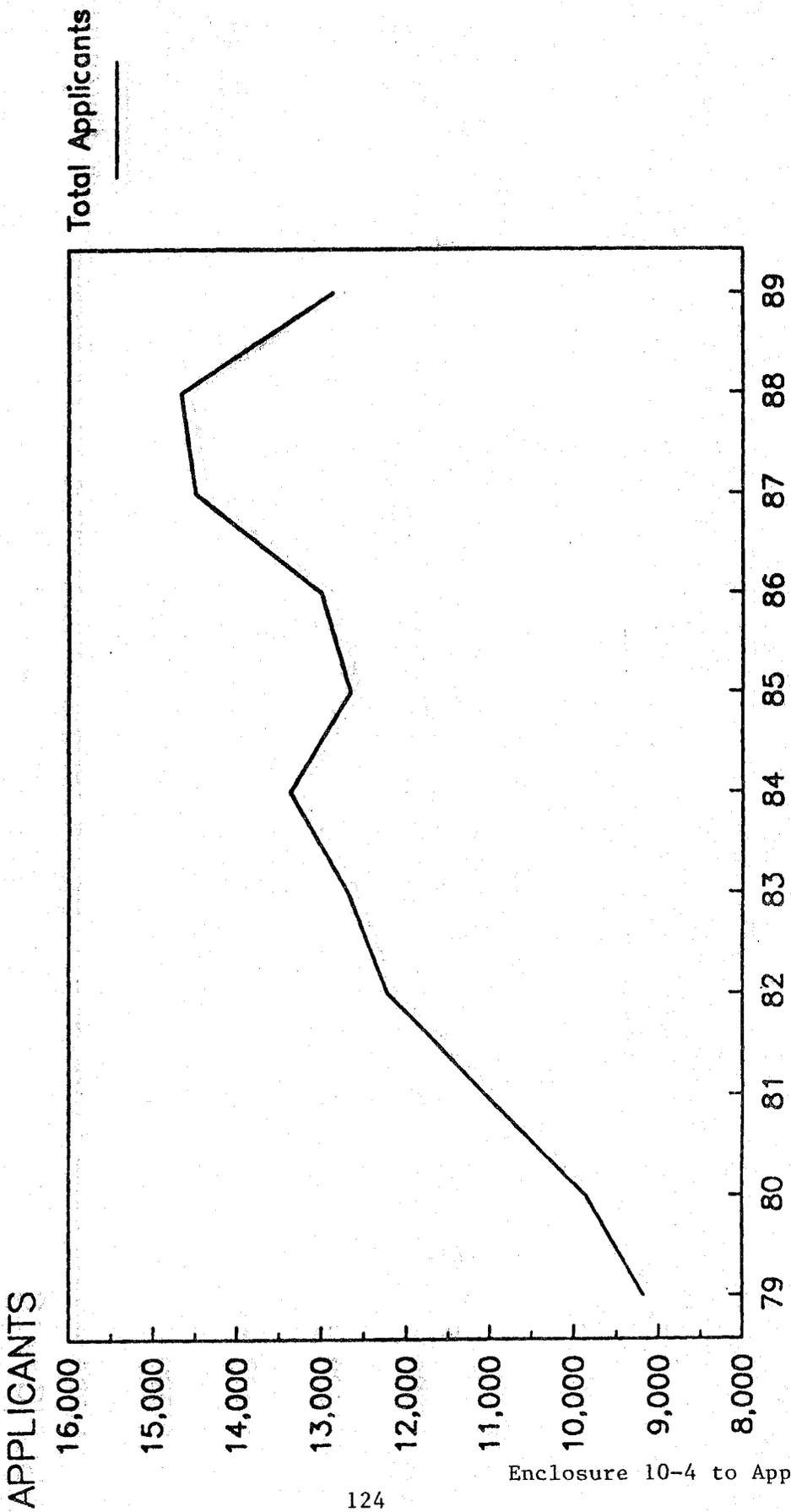
Enclosure 10 to Appendix III

<p>①</p> <p>DECISION to enter USMA</p>	<p>ATTRACT CANDIDATES</p>	<p>AGE : 16-17</p>
<p>②</p> <p>DECISION to remain at USMA</p>	<p>EDUCATE, TRAIN AND INSPIRE CADETS</p>	<p>AGE : 17-22</p>
<p>③</p> <p>DECISION to remain in ARMY</p>	<p>CONTRIBUTE TO THE COMMON DEFENSE</p>	<p>AGE : 21-??</p>

<p style="text-align: center;">①</p> <p style="text-align: center;">DECISION to enter USMA</p>	<p style="text-align: center;">②</p> <p style="text-align: center;">DECISION to remain at USMA</p>	<p style="text-align: center;">③</p> <p style="text-align: center;">DECISION to remain in ARMY</p>
<p style="text-align: center;">ATTRACT CANDIDATES</p>	<p style="text-align: center;">EDUCATE, TRAIN AND INSPIRE CADETS</p>	<p style="text-align: center;">CONTRIBUTE TO THE COMMON DEFENSE</p>
<p style="text-align: center;">AGE : 16-17</p>	<p style="text-align: center;">AGE : 17-22</p>	<p style="text-align: center;">AGE : 21-??</p>

USMA APPLICANT POOL

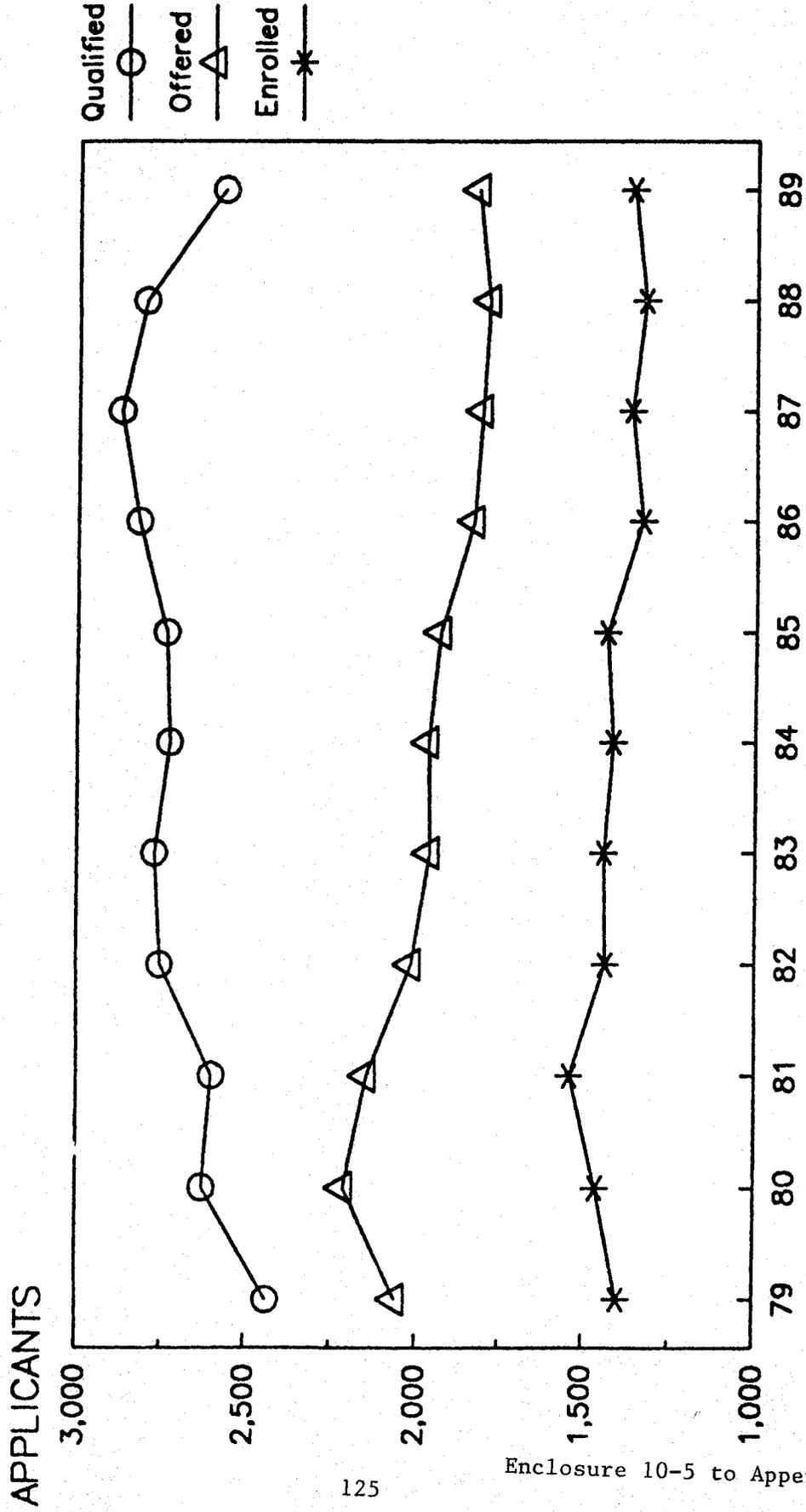
TOTAL APPLICANTS (1979 - 1989)



Source: USMA Admissions 34 Year Record

USMA APPLICANT POOL

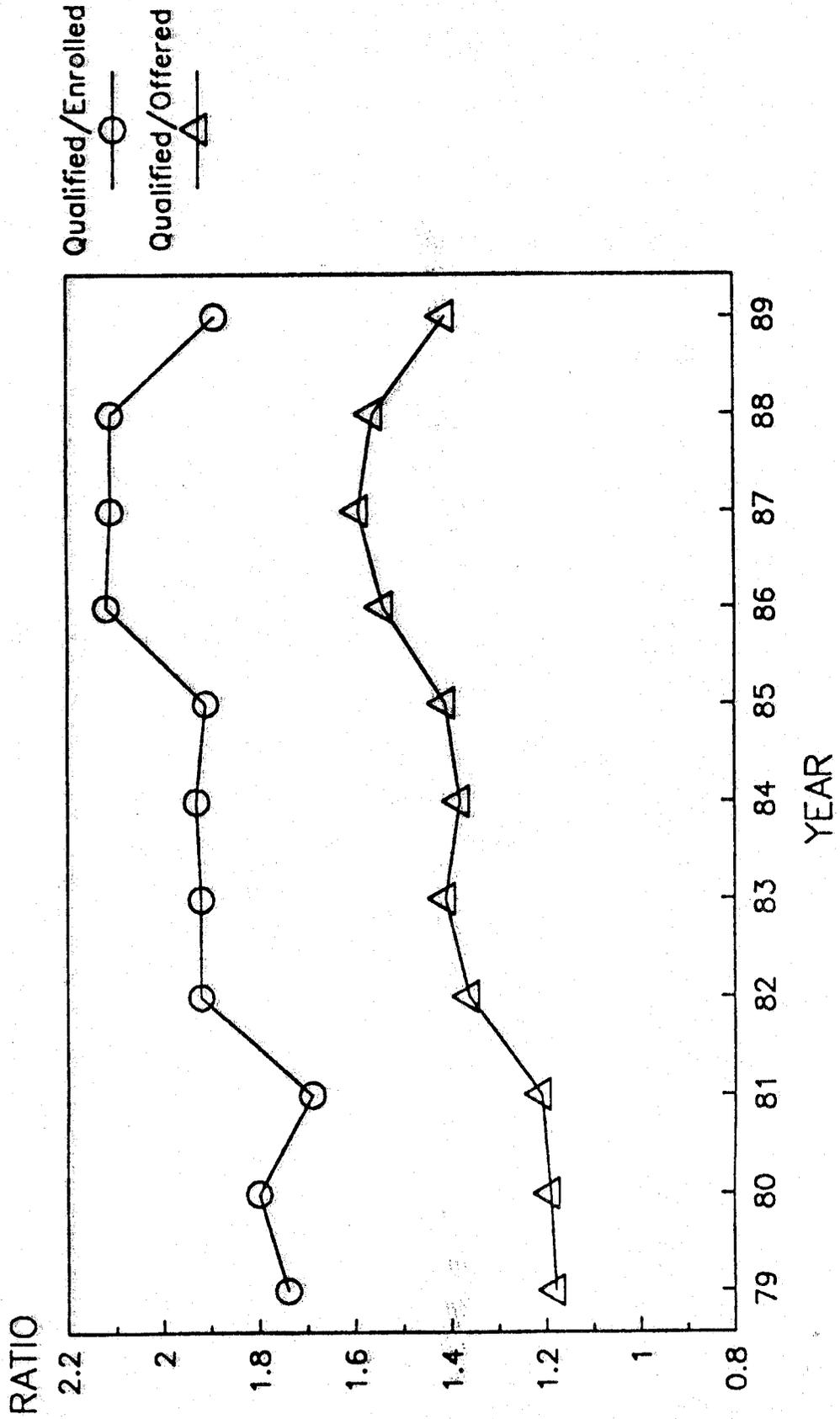
QUALIFIED vs OFFERED vs ENROLLED (1979 - 1989)



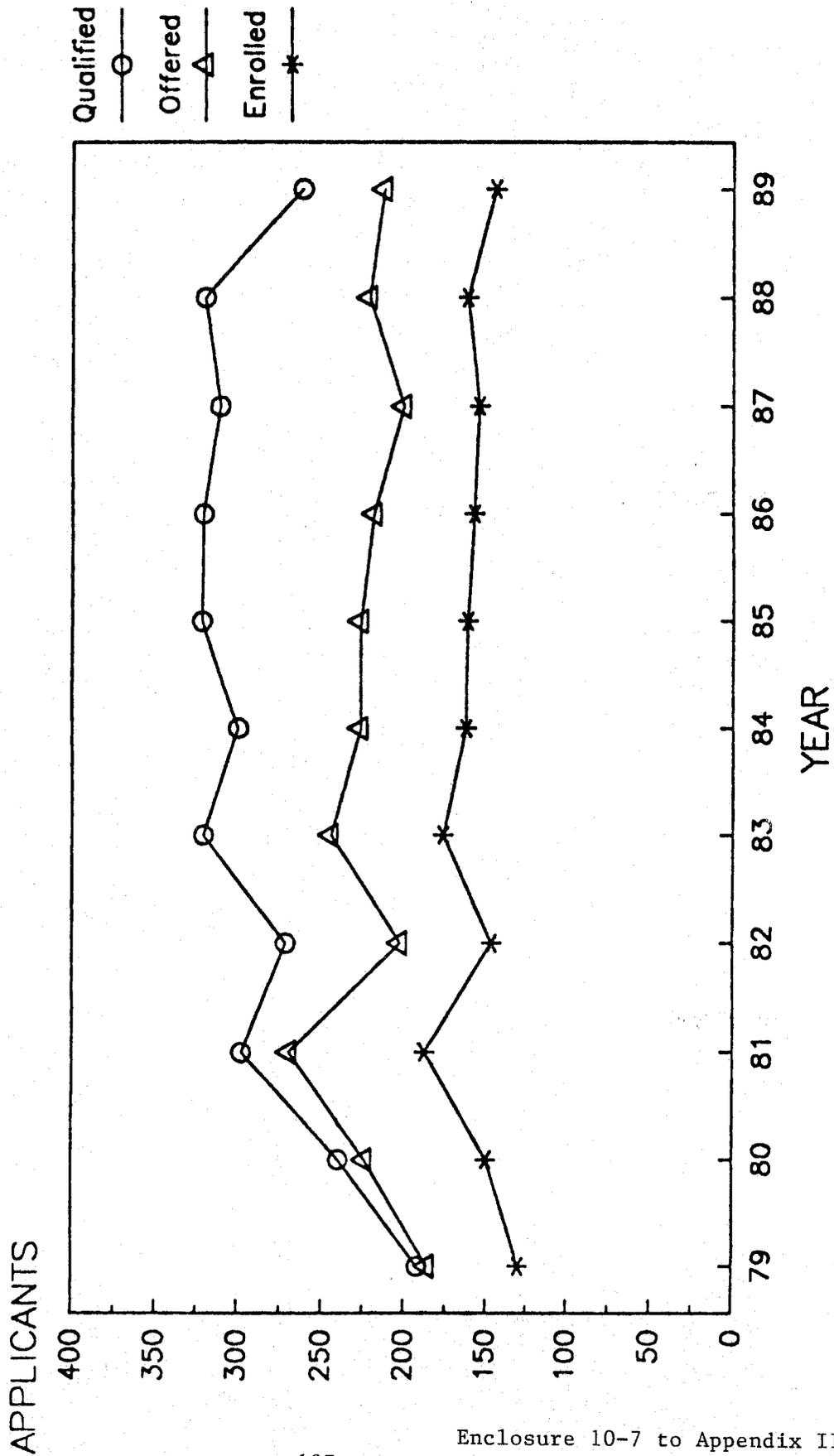
Source: USMA Admissions 34 Year Record

USMA APPLICANT POOL

QUALIFIED to OFFERED - QUALIFIED to ENROLLED RATIOS (1979 - 1989)

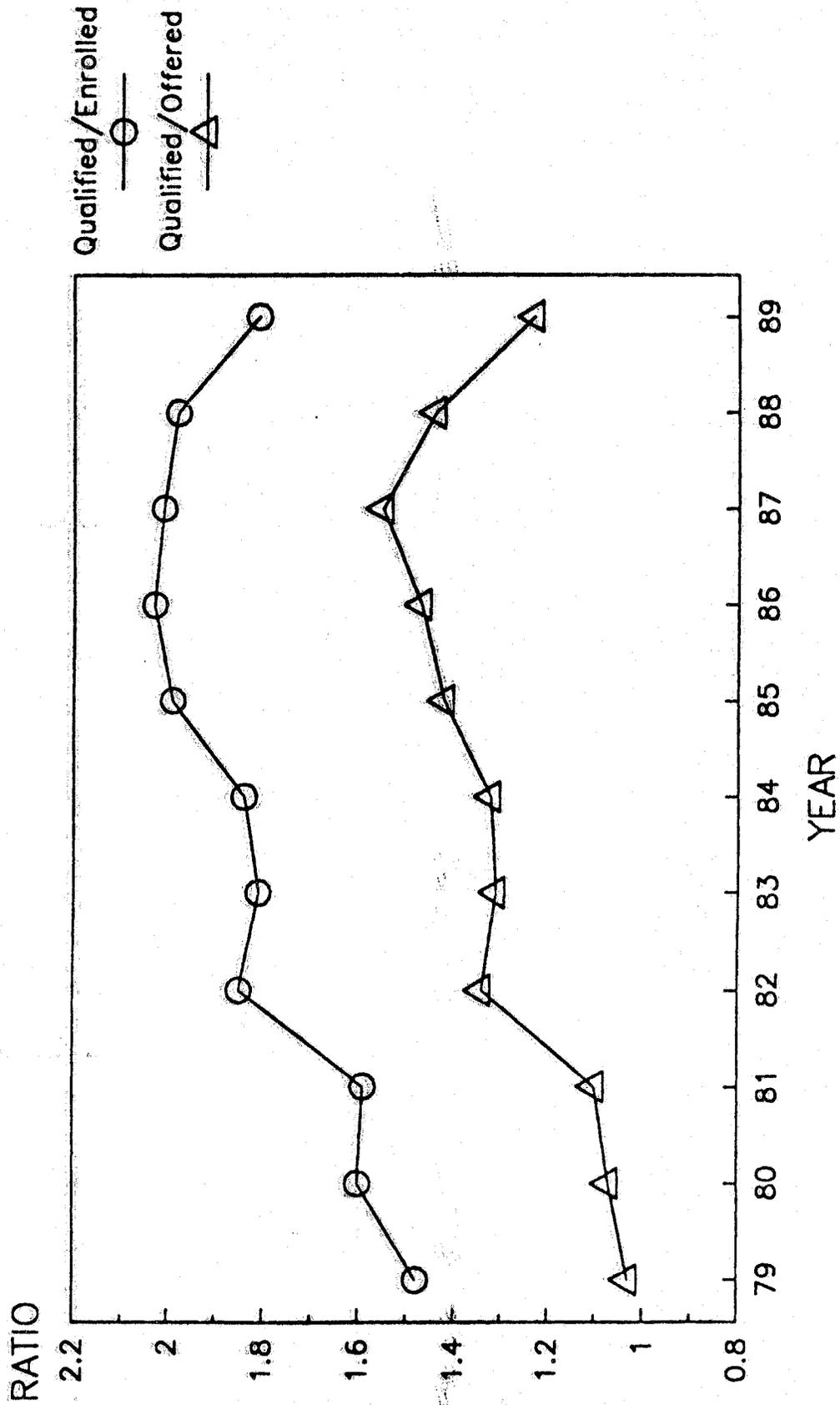


USMA APPLICANT POOL FEMALE APPLICANTS (1979 - 1989)

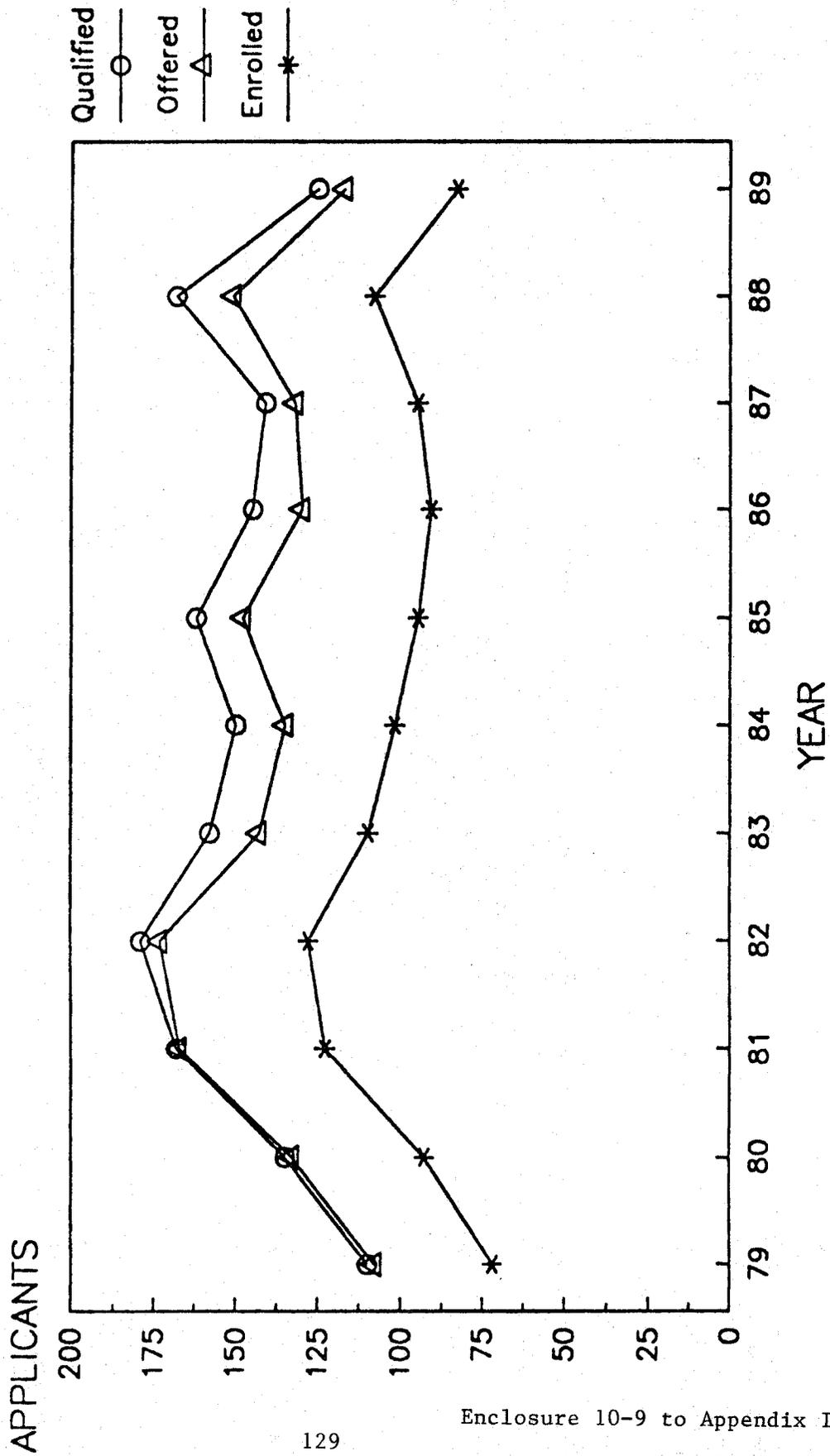


USMA APPLICANT POOL - FEMALE

QUALIFIED TO OFFERED - QUALIFIED TO ENROLLED RATIOS (1979 - 1989)



USMA APPLICANT POOL BLACK APPLICANTS (1979 - 1989)

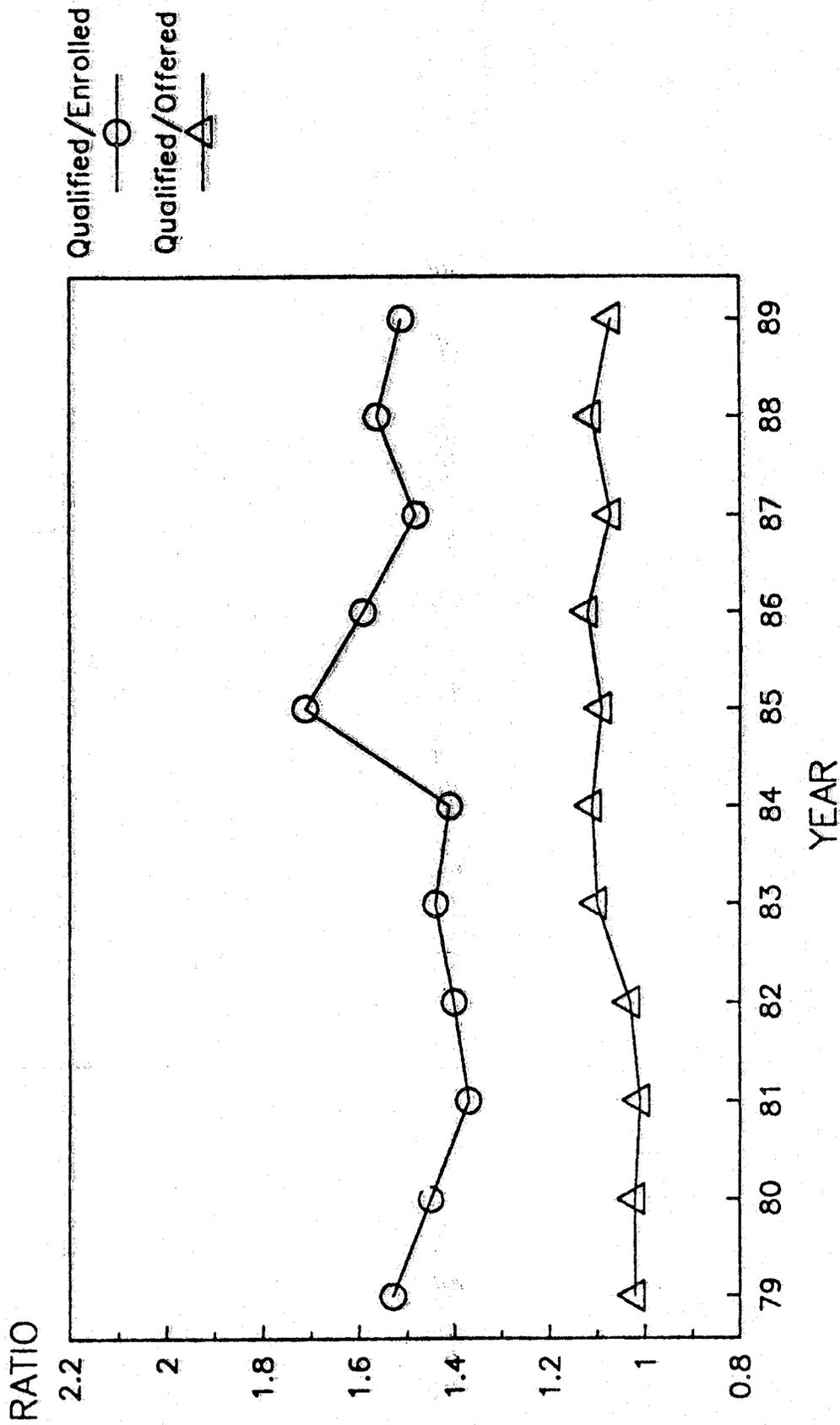


Enclosure 10-9 to Appendix III

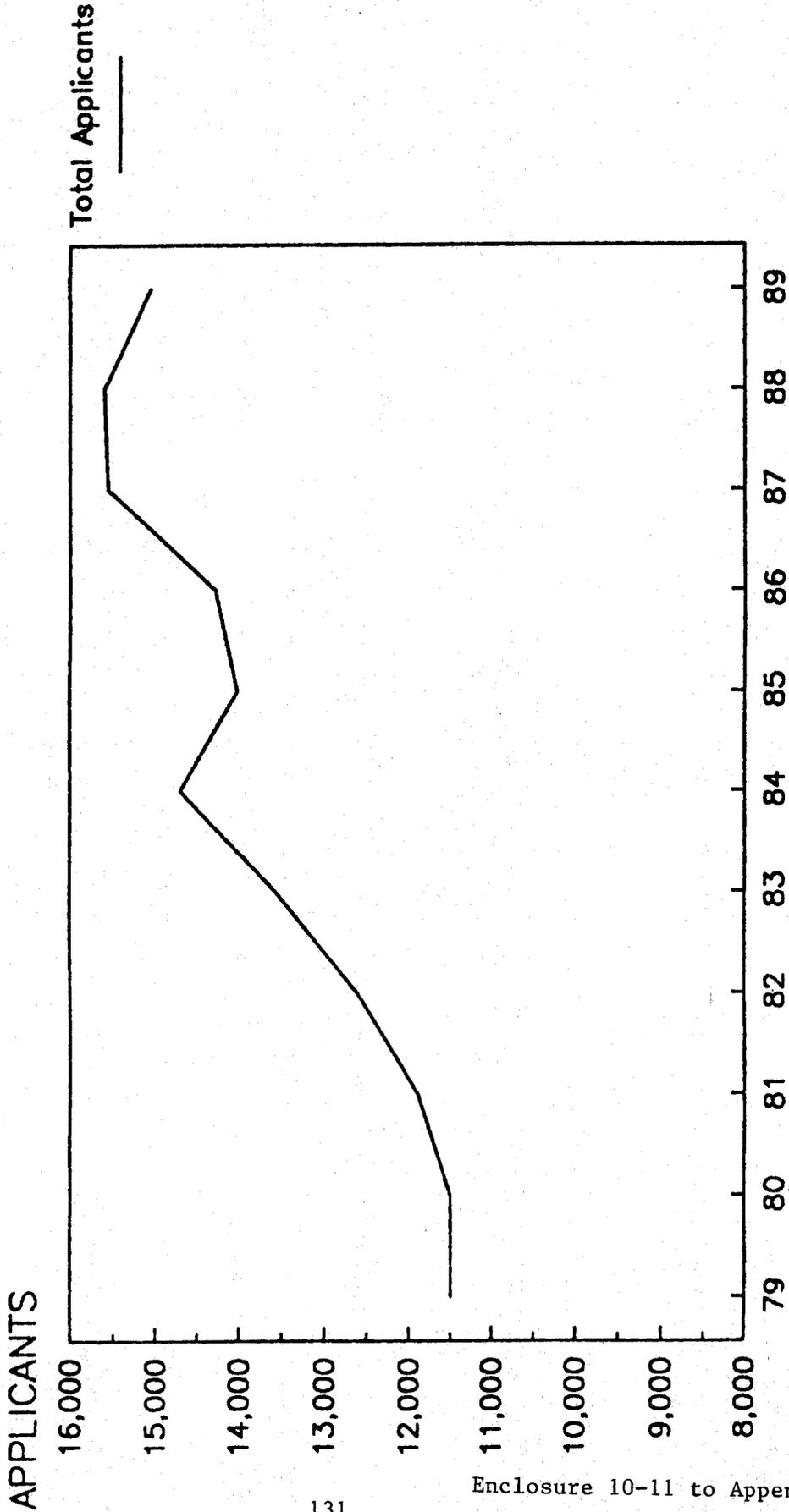
Source: USMA Admissions Class Final Report

USMA APPLICANT POOL - BLACK

QUALIFIED to OFFERED - QUALIFIED to ENROLLED RATIOS (1979 - 1989)



USNA APPLICANT POOL TOTAL APPLICANTS (1979 - 1989)

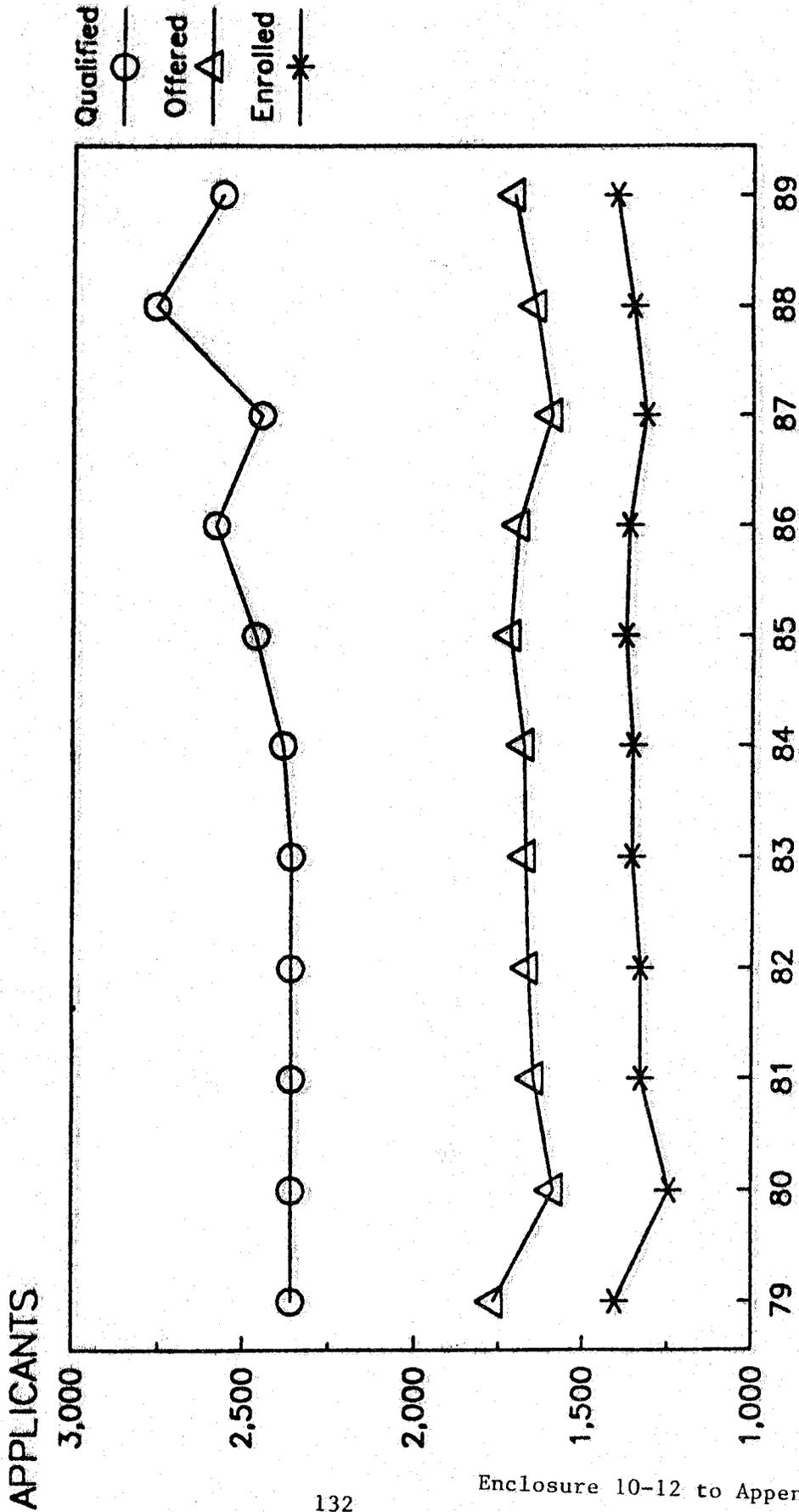


Source: United States Naval Academy

'79 - '80 figures are estimates.
Actual data is not available.

USNA APPLICANT POOL

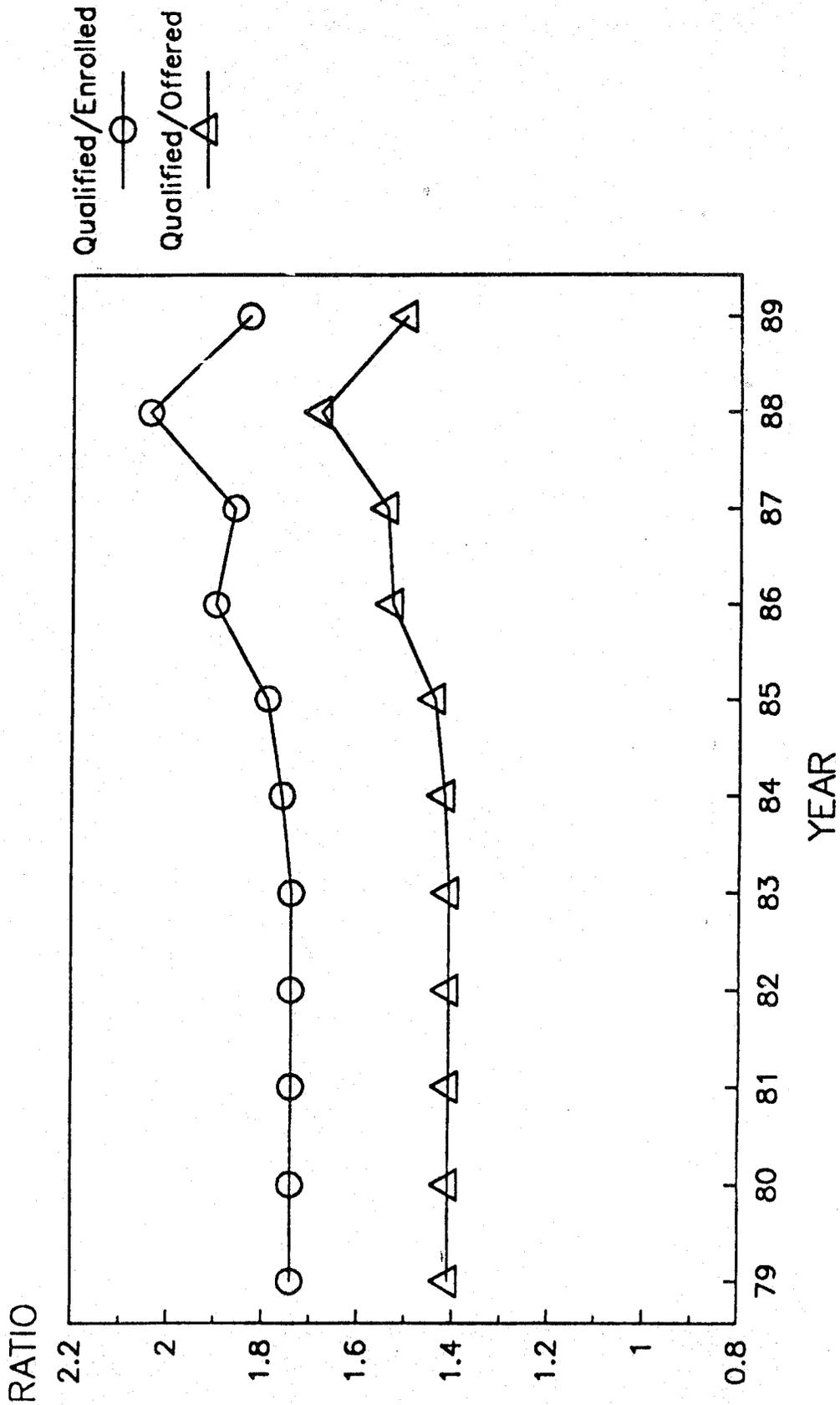
QUALIFIED vs OFFERED vs ENROLLED (1979 - 1989)



Source: United States Naval Academy

'79 - '82 Qualified Applicant figures estimates. Actual data is not available.

USNA APPLICANT POOL QUALIFIED to OFFERED - QUALIFIED to ENROLLED RATIOS (1979 - 1989)





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

August 11, 1989

AN OPEN LETTER TO THE CONFEREES ON THE
NATIONAL DEFENSE AUTHORIZATION ACT
FOR FISCAL YEARS 1990 AND 1991.

Your Conference Committee will address an issue of grave concern to the Board of Visitors to the United States Military Academy. The issue is the length of obligated service to be incurred by graduates of the three Service Academies. Wording in the Senate version would raise that obligated length from five years to six.

No one sought the counsel of the Board of Visitors before writing such legislation. The Board is comprised of Presidential appointees and Members of Congress, set up under law to inquire into just such matters. Nor did anyone confer with authorities from the Military Academy. Raising the obligated length of service would have far-reaching impact on the Military Academy. It should not be done precipitously without full consultation and analysis.

As a matter of fact, moving beyond five years would be without precedent in this century. Ever since 1838, the obligation has been either three or four years, until the middle of the Vietnam War, when it was moved to five. Moreover, before WWII, while the obligation was for four years, graduates were often permitted to leave sooner (yet we did all right in that war). Obviously, the historic pattern is less than five, not more.

The Military Academy has studied the issue closely. All the evidence and every bit of experience shows that raising the obligated length of service would be an ill-advised step at this particular time. When the board recently met at West Point, the members informally discussed this issue with a number of cadets. The consensus was that an increased service obligation would be a deterrent to applications. Indeed, if a change is to be made, shifting to a four-year obligation might make much more sense right now. National demographics -- the numbers of young Americans turning 18 each year -- clearly show the arrival of a bleak, unpromising period. It will be difficult enough for the academy to meet its composition goals (female and minority particularly) given the obstacles posed by the current five-year obligation; raising it to six could change "difficult" to "unlikely."

Enclosure 11 to Appendix III

It is the board's opinion, gained from its collective service, that if any change is warranted, a reduction of the obligated length of service to four years should be considered. Four years active duty followed by four years in the Reserve Components is a more than equitable pay-back.

The Board of Visitors, at its August 11, 1989, meeting, resolved to urge that you support in Joint Conference a change from five years to four.



William D. Mounger
Presidential Appointee
Chairman

MEMBERS, USMA BOARD OF VISITORS:

BG (Ret) George B. Price
Presidential Appointee

Michael W. Grebe
Presidential Appointee

Edwin Meese III
Presidential Appointee

Rhett B. Dawson
Presidential Appointee

Honorable Richard C. Shelby
United States Senate

Honorable Harry M. Reid
United States Senate

Honorable Alfonse M. D'Amato
United States Senate

Honorable Conrad Burns
United States Senate

Honorable Hamilton Fish, Jr.
House of Representatives

Honorable W. G. Hefner
House of Representatives

Honorable Bill Lowery
House of Representatives

Honorable Greg Laughlin
House of Representatives

Honorable George Darden
House of Representatives

USMA GRADUATES IN THE RESERVE COMPONENTS

320 -- ARMY NATIONAL GUARD

854 -- USAR TROOP PROGRAM UNITS

1512 -- IRR

Enclosure 12 to Appendix III

WOMEN OFFICERS

	<u>1988</u>	<u>1989</u>	<u>1990</u>
ARMY	6.6%	UNKNOWN	UNKNOWN
USMA ACTUAL	6.5%	7.6%	--
USMA PROJECTED (NOV 88)	--	7.1%	7.0%
USMA PROJECTED (AUG 89)	--	--	7.5%

Enclosure 13 to Appendix III

BOV RECOMMENDATION: **ASSIGN FEMALE OFFICER IN CHARGE OF THE CORBIN SEMINAR**

USMA RESPONSE: **AGREE**

ACTION: **ACCOMPLISHED (CPT CARRINGTON)**

Enclosure 13-2 to Appendix III

**BOV RECOMMENDATION: SENIOR WOMAN OFFICER AS SPECIAL ASSISTANT TO THE
SUPERINTENDENT FOR WOMEN'S ISSUES**

USMA RESPONSE: AGREE

ACTION: ACCOMPLISHED (MAJ FLOTT)

BOV RECOMMENDATION: INCREASE EMPHASIS ON IMPORTANCE OF COMBAT SUPPORT (CS)
AND COMBAT SERVICE SUPPORT (CSS) AS PART OF TOTAL ARMY

USMA RESPONSE: AGREE

ACTION:

- CADET TROOP LEADER TRAINING IN CS AND CSS
- CS AND CSS LEADERSHIP AND COMBAT SITUATION
- LONG TERM TASK

Enclosure 13-4 to Appendix III

BOV RECOMMENDATION: IDENTIFY AND ELIMINATE DISCRIMINATORY BEHAVIOR

USMA RESPONSE: AGREE

ACTION:

- SENIOR ADVISORY GROUP ON INTEGRATION OF WOMEN
- LONG TERM TASK

BQV RECOMMENDATION: MAKE RECRUITMENT OF WOMEN A TOP PRIORITY

USMA RESPONSE: AGREE

ACTION:

- CHIEF OF STAFF AND SUPERINTENDENT EMPHASIS TO DCSPER AND PERSCOM
- USMA DIRECT EFFORTS
- FEMALE REGIMENTAL TACTICAL OFFICER
- LONG TERM TASK

FIFTH DECENNIAL ACCREDITATION

of the

UNITED STATES MILITARY ACADEMY

by the

MIDDLE STATES ASSOCIATION OF
COLLEGES AND SCHOOLS,
COMMISSION ON HIGHER EDUCATION

SEPTEMBER 1989

Enclosure 14 to Appendix III

THE ACCREDITATION SELF-STUDY PROCESS:
AN INTEGRAL PART OF STRATEGIC PLANNING

- * Team visit scheduled for 17-20 September 1989.
- * Self-Study conducted from September 1987 to April 1989.
- * Part of the major review of strategic planning that had been initiated in 1986 with Project 2002.
- * Project 2002 sought to define the Academy's traditional strengths, to highlight the challenges that Army leaders will face in the next century, and to find an appropriate balance of stability and creativity in adapting the Academy's plans to insure that its graduates can meet those challenges.
- * The strategic guidance provided through Project 2002 was the spring-board for our Self-Study.

Enclosure 14-2 to Appendix III

SELF-STUDY DESIGN

* In December 1987 the Steering Committee surveyed some 50 key Academy leaders to build support for the study and to help identify key issues.

* The Steering Committee reviewed changes since the last decennial accreditation, considered recent and on-going studies, and recommended a comprehensive study to build on the findings of the strategic review.

* In January of 1988 the Superintendent approved a comprehensive study design with the following central objectives:

-- to test the consistency of current program goals and structures with the strategic guidance emerging from Project 2002;

-- to insure that total requirements imposed by all programs were consistent with the level of quality desired in each of them;

-- to develop better procedures for systematic evaluation;

-- to highlight areas of concern and new opportunities as a part of the Academy's strategic planning effort;

-- and to broaden the base of participation in institutional governance by engaging the entire community in an open, analytical review of Academy programs.

* The study design included the creation of eight subcommittees -- leader development coordination, academic program, military program, physical program, cadets, faculty and teaching, outcomes, and masters. The subcommittees included 114 members of the staff, faculty, and Corps of Cadets.

Enclosure 14-3 to Appendix III

CONDUCT OF THE SELF-STUDY

* In addition to the specialized surveys and interviews of cadets, staff, and faculty conducted by the subcommittees, the Steering Committee conducted a 170-question survey of the staff and faculty in April 1988.

* The subcommittees:

-- reviewed the USMA strategic planning guidance;

-- considered new opportunities or approaches suggested by the concept papers;

-- reviewed institutional goals in the area under study or recommended such goals if they were not explicit;

-- evaluated their area of responsibility based on those goals, identified strengths and areas of concern, and made appropriate recommendations;

-- submitted draft reports in October 1988 for review by the Steering Committee and an average of 20 other individuals and agencies;

-- submitted final reports to the Steering Committee in December 1988.

Enclosure 14-4 to Appendix III

PRODUCTION OF THE FINAL REPORT

* The Steering Committee published the preliminary findings and recommendations of the Self-Study in December 1988 in a three-volume Interim Report that became the basis for broad Academy discussion and action.

* The Academic and Policy Boards endorsed the central thrust of the recommendations in the Interim Report, approved many of the recommendations immediately, and referred other issues to appropriate agencies for review.

* One major result was the initiation in February 1989 of Project Enrichment, an institution-wide undertaking to find the ideal balance and weight of effort among USMA's three developmental programs -- academic, military, and physical -- in order to maximize the quality of the four-year experience.

* The Steering Committee drafted an integrated final report based on reactions to the Interim Report.

* The Academic Board approved the Self-Study Report in May 1989.

* The Steering Committee forwarded the final report to the members of the visit team in August 1989.

Enclosure 14-5 to Appendix III

SELF-STUDY OVERVIEW

* Virtually all of the indicators examined in this study suggest that the Academy is providing the nation with leaders of character who serve the common defense with distinction.

* But the focus of our review has not been on current successes or past laurels. Instead we have examined our current programs in the context of the challenges we anticipate graduates will face in the next century.

* Is the Academy properly positioned to meet those challenges?

* The review process began by deriving clear Academy goals from the broader Strategic Guidance developed in Project 2002.

* Various Self-Study Subcommittees evaluated current programs from the perspective of those Academy goals.

* Several strengths and areas of concern emerged.

Enclosure 14-6 to Appendix III

PHRASES IN THE GOALS IDENTIFIED AS MAJOR STRENGTHS

OUTCOMES GOALS:

- * Foundation of knowledge in the sciences and humanities;
- * Understanding of various methods of inquiry;
- * Ability to communicate clearly;
- * Military knowledge and skills;
- * Self-discipline;
- * Selfless commitment to service;
- * Motivation to continue professional military development;
- * Think clearly, decide wisely, act decisively under pressure;
- * Foundation for continuing development as leaders in military organizations;
- * Motivation to seek ever greater leadership responsibilities;
- * High standards of health and physical fitness.

Enclosure 14-7 to Appendix III

PHRASES IN THE GOALS IDENTIFIED AS MAJOR STRENGTHS

PROCESS GOALS:

- * Close interaction of cadets and the faculty and staff;
- * Open climate of academic freedom;
- * Conduct all activities in a manner that nurtures an abiding commitment to moral principles;
- * Equal opportunity;
- * Respect for military customs and traditions;

INPUT GOALS:

- * High quality, predominantly military faculty;
- * Balance of tenured and extended-tour positions;
- * Enroll entering classes of outstanding men and women who show promise of excelling in the academic, military, and physical programs, who have demonstrated high moral standards and leadership potential, who are motivated toward completion of West Point and a military career, and who represent the diversity of the Army officer corps.

Enclosure 14-8 to Appendix III

AREAS OF CONCERN

* Those impressive strengths suggest that the Military Academy is well prepared to meet coming challenges.

* Yet there are limits on the resources available for Academy programs that force difficult choices in program design and institutional emphasis.

* The Self-Study suggests that additional emphasis is warranted on several goals to properly position programs to meet the anticipated demands of the future.

Enclosure 14-9 to Appendix III

PHRASES IN THE GOALS IDENTIFIED AS MAJOR AREAS OF CONCERN

OUTCOMES GOALS:

- * Creativity;
- * Intellectual curiosity;
- * Commitment to continuing intellectual growth.

PROCESS GOALS

- * Consistent, integrated structure of resources, incentives and standards;
- * Harmonizing the contributions of the academic, military, and physical programs;
- * Systematic assessment of outcomes, and the integration of outcomes evaluations into the decision making process;
- * Continuing development of the staff and faculty;
- * Governance process that encourages and responds to participation from every segment of the staff and faculty and the corps of cadets;
- * Positive leadership and respect for the individual;
- * Smooth transition from civilian to cadet to commissioned service;
- * Social skills necessary for effective and proper interaction with others.

Enclosure 14-10 to Appendix III

CENTRAL AREA OF CONCERN

* A reduction in total program demands is required to increase quality.

* The level of cadet achievement in academics is less than it ought to be, given academy goals and the qualifications of entering cadets.

MAJOR RECOMMENDATION

* The Academy should use a four-year perspective to review the weight of effort assigned to each program during each period of the year.

* Having created a plan for resource allocation consistent with the desired weight of effort, the Academy should then seek ways to motivate cadets to meet institutional expectations.

* The net result should be an increase in the weight of emphasis given to academics during the academic semesters.

Enclosure 14-11 to Appendix III

INSTITUTIONAL REACTION

* The Steering Committee has been gratified by the reactions of the Academy leadership to these recommendations.

* The Academic Board and the Policy Board both endorsed the major findings of the Self Study in February of 1989 and the Superintendent moved quickly to act on the recommended changes.

* Project Enrichment followed the Self-Study and addressed the need to reduce total program demands in order to increase quality.

* Project Enrichment clearly defined baseline requirements and designated enrichment opportunities in the academic, military, and physical programs.

Enclosure 14-12 to Appendix III

PROGRAM REVISIONS

* Highlights of the new programs include:

-- Reductions in the number of baseline courses per academic semester from six to five.

-- Movement of military science courses out of the academic semesters to a two-week intersessional period between semesters.

-- Comprehensive review of the time associated with various cadet chain of command positions.

-- Review of the Fourth Class System.

-- Movement of some physical testing out of the academic semesters.

-- Opening of additional time during the summer term for academic, military, and physical enrichment.

* The Academy is now implementing the new programs. During the Academic semesters there will be less competition for cadet time across programs and greater emphasis on higher levels of cadet achievement in academics.

Enclosure 14-13 to Appendix III

ACCREDITATION VISIT TEAM

* Dates: 17-20 September 1989.

* Chairman: Richard C. Richardson, Jr.

-- Professor of Higher Education, Arizona State University.

-- Extract of his letter to the members of the visit team.

I made my preliminary visit to West Point in late May. I was very impressed by the preparations they have made for our visit. Their self-study ... represents one of the best combined efforts in evaluation and planning that I have observed in more than 20 years of working with Middle States. It seems very likely that the results of their self-study will cause significant change in some of the ways the institution carries out its mission.

Enclosure 14-14 to Appendix III

OTHER ACCREDITATION TEAM MEMBERS

* Bryce L. Andersen. Dean, College of Engineering, Southeastern Massachusetts University.

* Harold E. Cheatham. Associate Professor of Education and Coordinator, Student Personnel Program, The Pennsylvania State University.

* Sallie A. Griffen. Vice President for Administration, University of Connecticut.

* Helen F. Giles-Gee. Assistant to the President, Towson State University.

* Mary-Emily Hannah. Vice Chancellor to the Dean of Academic Affairs, Pennsylvania State System of Higher Education.

* David Pargman. Professor of Movement Science and Physical Education, Florida State University.

* Keith C. Wright. Professor and Chairman of Library Science and Education Technology, University of North Carolina at Greensboro.

Enclosure 14-15 to Appendix III

USMA ACCREDITATION SELF-STUDY PLAN

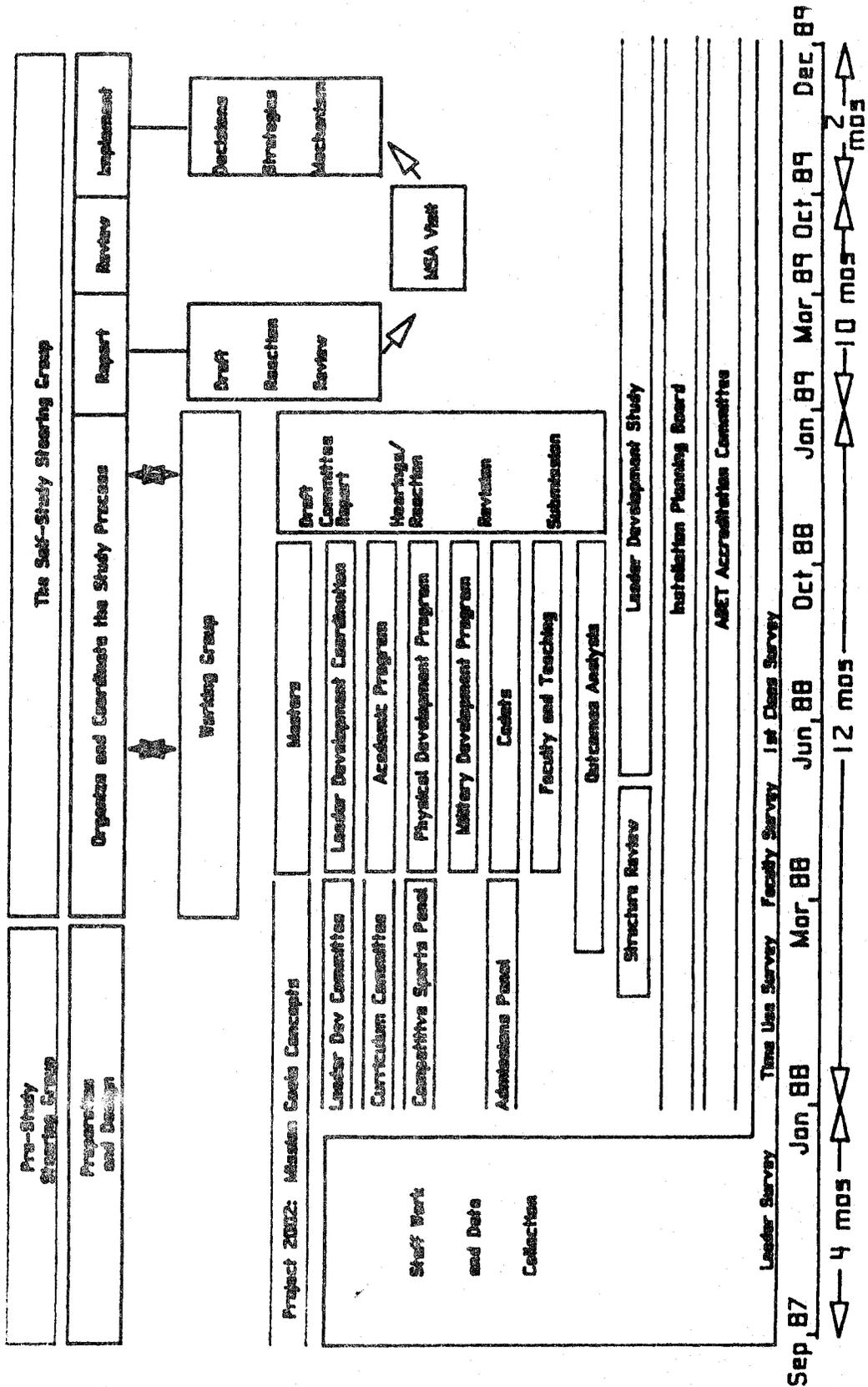
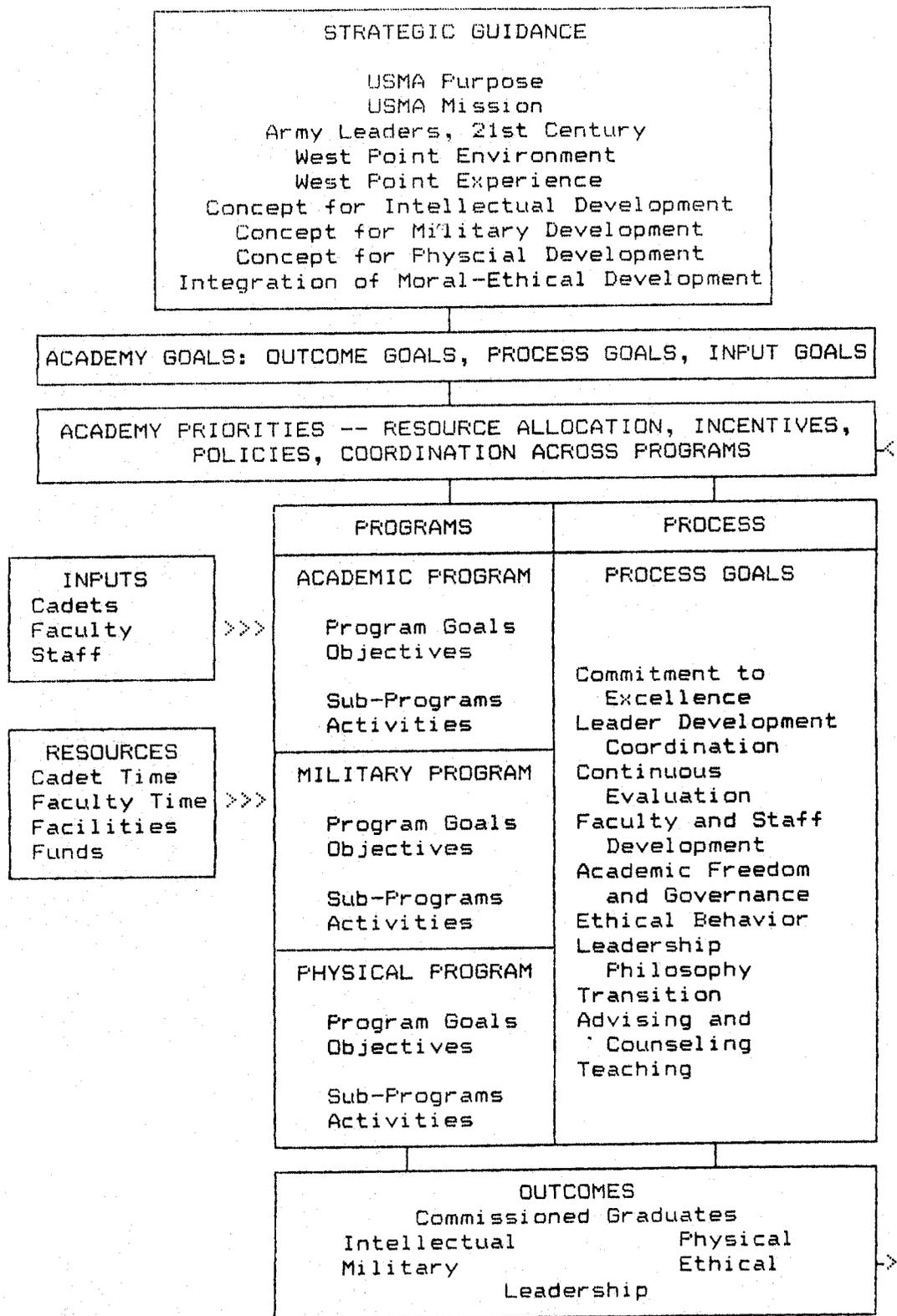


Figure 1-1. RELATIONSHIPS OF KEY CONCEPTS



Enclosure 14-17 to Appendix III

Academy Process Goals:

1. Challenge all cadets to strive for excellence by providing a consistent, integrated structure of resources, incentives, and standards.
2. Coordinate the integrated process of leader development by establishing clear priorities and harmonizing the contributions of the academic, military, and physical programs toward the achievement of Academy goals.
3. Sustain continuous self-study through periodic reviews of goals and objectives, systematic assessment of outcomes, and the integration of outcomes evaluations into the decision making process.
4. Ensure the continuing development of the staff and faculty as teachers, scholars, and soldiers through a comprehensive system that includes graduate schooling, instruction on teaching techniques, opportunities for personal growth, and performance evaluation.
5. Provide a challenging program of instruction that fosters academic growth, stimulates intellectual curiosity, and promotes integrity through a close interaction of cadets and the faculty and staff.
6. Maintain an open climate of academic freedom, consistent with the requirements of military courtesy, through a governance process that encourages and responds to participation from every segment of the staff and faculty and the corps of cadets.
7. Conduct all activities in a manner that nurtures an abiding commitment to moral principles with emphasis on integrity as one of the key foundations of ethical behavior.
8. Emphasize positive leadership, respect for the individual, and equal opportunity, through consistent instruction, example, and evaluation of cadet performance in leadership positions with progressive responsibilities.
9. Provide a smooth transition from civilian to cadet to commissioned service by fostering self-discipline, adaptation to the military setting in which graduates will serve as leaders, respect for military customs and traditions, and the social skills necessary for effective and proper interaction with others.
10. Maintain an active, integrated network of advising and counselling that emphasizes close interaction among cadets, staff, and faculty supported by a structure of coordinated, and when necessary confidential, professional services.

ACADEMY GOALS

Academy Outcome Goals:

1. Provide the nation graduates who have a foundation of knowledge in the sciences and humanities, an understanding of various methods of inquiry, the ability to communicate clearly, creativity, intellectual curiosity, and a commitment to continuing intellectual growth.
2. Provide the nation graduates who have the military knowledge and skills required for commissioning in the Regular Army, self-discipline, selfless commitment to service, and motivation to continue professional military development.
3. Provide the nation graduates who have the ability to think clearly, decide wisely, and act decisively under pressure; a foundation for continuing development as leaders in military organizations; and the motivation to seek ever greater leadership responsibilities.
4. Provide the nation graduates who have the ability and motivation to achieve and sustain, in themselves and their organizations, the high standards of health and physical fitness essential to military service.
5. Provide the nation graduates who have an abiding commitment to live according to our national values, our constitutional system, and the ethical standards of the profession of arms.

Enclosure 14-19 to Appendix III

Academy Input Goals:

1. Maintain a high-quality, predominantly military faculty who are representative of the officer corps with an appropriate balance of tenured and extended-tour positions to provide continuity and shorter-tour positions to sustain close contacts with the field Army.
2. Enroll entering classes of outstanding men and women who show promise of excelling in the academic, military, and physical programs, who have demonstrated high moral standards and leadership potential, who are motivated toward completion of West Point and a military career, and who represent the diversity of the Army officer corps.

Enclosure 14-20 to Appendix III

SUMMARIZED MINUTES
1989 BOARD OF VISITORS
ANNUAL MEETING
OCTOBER 26-27, 1989
WEST POINT, NEW YORK

1. MEETING CONVENED. The annual meeting of the 1989 United States Military Academy Board of Visitors convened at West Point, New York on October 26, 1989. Members of the Board present were: Mr. William D. Mounger, Chairman; Mr. Michael Grebe, Vice Chairman; Brigadier General (Retired) George Price; and Mr. Edwin Meese. Others present included Lieutenant General Dave R. Palmer, Superintendent, and Lieutenant Colonel Robert M. Currey, Executive Secretary to the Board. Colonel Currey advised the Board that Congressman Greg Laughlin, another member, was present at West Point that morning to deliver the opening address to the National Honor Conference, but would depart for Washington to spend the day in Congress. He was expected to join the Board later that evening, as were Senator Conrad Burns and Congressman Buddy Darden. Congressman Hamilton Fish was expected to join the Board after lunch. Congressman Bill Lowery was expected to join the Board the next day. Department of the Army personnel expected to attend portions of the Board's meeting were: Mr. Milton Hamilton, Administrative Assistant to the Secretary of the Army, and Lieutenant Colonel Joe Austin from the Office of the Chief of Legislative Liaison.
2. AGENDA ADOPTED. The agenda approved by the Board is at Enclosure 1. The first morning of the meeting was dedicated to briefings on topics the Board was likely to address in its annual report. The first afternoon included short updates on items of general interest. The remainder of the first afternoon was reserved to permit the Board to compose its report. The second day included the Board in round table discussions at the National Honor Conference, lunch with the Corps of Cadets, and time to finish the report.
3. ADMINISTRATIVE MATTERS. Mr. Meese noted that there is still a vacant Presidential appointment on the Board and that there will be two more at the end of this year. He reported that he had discussed this with the White House, but did not know if his discussion would result in any action.
4. STRATEGIC INITIATIVES. Colonel Steve Hammond, Director of the Office of Leader Development Integration (O/LDI), provided an update of the Academy's strategic initiatives in leader development, using the materials at Enclosure 2. Mr.

Meese asked if there was any resistance when the mission statement deleted reference to a lifetime of military service. General Palmer responded that the mission statement is secondary to the purpose statement. The purpose is constant; the mission changes as the needs of the nation changes. Once this is recognized, questions are very few. Mr. Mounger noted that there used to be a lot of academic emphasis (90% credit) on daily recitation and asked if this was still the practice. The Superintendent replied that this is not the case for most courses, students are required to show a comprehensive integration of the subject matter. The old motto of "spec and dump" is far less applicable than in the past. Mr. Meese inquired about the extent that a student's writing skills are evaluated and, if necessary, corrected or reinforced. The Superintendent discussed the general English curriculum and added that a student's ability to effectively communicate is measured in virtually every course of instruction.

4. Mr. Hamilton arrived.

5. HONOR REVIEWS. Captain Scott Hazlett, the Special Assistant to the Commandant for Honor Matters, presented an update of his previous briefings to the Board concerning the three reviews of the honor code and system that were completed last spring. He specifically focused on those issues on which action has been taken since the summer meeting. Copies of his vu-graph transparencies are at Enclosure 3. General Price commented on the proposal to place cadets in the active army and cautioned against calling this "rehabilitation." He recommended that "development" may be more acceptable. General Palmer accepted his recommendation, agreeing that "development" is more appropriate terminology.

6. COMPARISON OF COMMISSIONING SOURCES. Colonel Larry Donnithorne, Special Assistant to the Superintendent for Strategic Planning, presented a briefing to the Board explaining the four sources from which the Army obtains its commissioned officers. Using the charts at Enclosure 4, he showed why the nation needs all four sources. Mr. Grebe asked if the Academy saw any need to change the four sources of commissioning if there were to be a significant reduction in the strength of the active Army in the next few years. Colonel Donnithorne noted that the OCS program is in a "keep the production line warm" mode now; direct commissioning will still be required to obtain "professionals" such as chaplains and doctors; the active duty input from ROTC can be adjusted downward very easily; but that there would have to be changes in law to reduce the active duty input from USMA.

7. MEMORIALIZATION GUIDELINES. Colonel Dennis Hunt, Chairman of the Museum, Historical, and Memorialization Committee, provide a report on the policies and procedures for determining memorials at West Point. The outline of his briefing is at Enclosure 5.

8. The Board attended the Quarterback Luncheon in the Officers' Club.

9. Congressman Hamilton Fish joined the Board after lunch.

10. DISCUSSION OF PROPOSED CHANGES TO THE ACTIVE DUTY SERVICE OBLIGATION (ADSO). General Palmer led a discussion of the status of Senator Glenn's proposal to increase the ADSO for service academy graduates from 5 to 8 years. He recapped the Senate debate which approved Senator Trent Lott's amendment to reduce the increase to six years. He also discussed the Joint Conference on the Appropriations Act which is reviewing the matter. Current legislative language calls for an increase to 6 years, but delays implementation another year and requires Congressional Hearings on the matter. General Palmer also reported that the Army had just been advised that the Government Accounting Office (GAO) will conduct a review of all three service academies at the request of the Senate Armed Services Committee. He provided the Board with copies of a "Primer" on the issue for their reference. A copy is at Enclosure 6.

11. MIDDLE STATES ACCREDITATION. Colonel Golden, Professor and Head of the Department of Social Sciences, provided an update of the accreditation process, Enclosure 7. The accreditation team visited West Point in September and has completed its final report. The next, and final, milestone is for the Accreditation Board to meet this December and accept the report and recommendation of the accreditation team.

12. LEADER DEVELOPMENT FELLOWSHIP. Colonel Wattendorf, Acting Head of the Department of Behavioral Sciences and Leadership, provided an update, Enclosure 8. There was some discussion concerning the status of the legislation authorizing the Academy to confer Masters Degrees upon those who successfully complete the Fellowship. The Superintendent noted that the program is so beneficial that USMA and the Army will continue it with or without the ability to award the Masters degree.

13. HOTEL THAYER. Colonel Allen, Chief of Staff, briefed the Board on the Academy's efforts to find a private firm to renovate and assume operation of the Hotel Thayer, Enclosure 9. During the discussion, Congressman Fish expressed his

hope that the contractor would be urged to use local subcontractors.

14. ADMISSIONS. Colonel Rushton, Director of Admissions, provided a profile of the Class of 1993 and reported the progress to date on recruiting the Class of 1994, Enclosure 10. The Board discussed the competition the Academy faces in recruiting black students. General Price asked whether the members of the Black Caucus are using all their nominations. He suggested that West Point may find it beneficial to establish an exchange of faculty with some of the historically black colleges, perhaps bringing in a visiting professor from one on them. Colonel Rushton provided the members with the latest copy of College Digest which was devoted exclusively to black students.

15. COLONIAL (ATHLETIC) LEAGUE. Lieutenant Colonel Currey, Executive Secretary to the Board, reported on the Academy's transition into the Colonial League, Enclosure 11. One of Colonel Currey's additional duties has been to serve on the League's Policy Committee.

16. The Board then reviewed draft conclusions and recommendations for the final report. General Price, Congressman Fish and Mr. Hamilton departed at 1600. General Palmer presented General Price with a memento and a letter thanking him for his years of service to the Military Academy.

17. On the evening of October 26, the Board attended a reception for the National Honor Conference in Quarters 100, followed by a formal banquet in the Cadet Mess. After the banquet the Board returned to Quarters 100 for dessert and cordials, hosted by Mr. Mounger. Several members of the Academy staff and faculty were invited. During the reception General Palmer presented Mr. Mounger with a cadet sabre in recognition of his upcoming retirement from the Board.

18. On October 27, Congressmen Laughlin and Darden joined the Board. Senator Burns was not able to come to West Point.

19. NATIONAL HONOR CONFERENCE. During the morning of October 27, the Board participated in round table discussions with the National Honor Conference on "Ethics and the Private Sector."

20. The Board took lunch in the Cadet Mess.

21. After lunch the Board returned to the Superintendent's Conference Room to complete its annual report. The Board

was joined by Congressmen Fish and Lowery. A quorum being present, the annual report was signed.

22. Following the completion of the report the Board was engaged in general discussion. Congressman Fish noted that he had several constituents complain about a proposal that would require them to pay for parking at their work place in the central area of West Point. Colonels Currey and Massey responded. Congressman Fish also inquired about the availability of medical care for retirees and veterans. Colonel Currey responded.

23. ADJOURNMENT. Prior to adjourning the Board, the Chairman noted that Mr. Michael Grebe, the Vice Chairman, will serve as interim chairman from January 1990 until the Spring Organizational Meeting.


WILLIAM D. MOUNGER
Chairman
Board of Visitors


ROBERT M. CURREY
Lieutenant Colonel, US Army
Executive Secretary

AGENDA
1989 BOARD OF VISITORS
ANNUAL MEETING
26-27 OCTOBER 1989

Wednesday, 25 October 1989

Arrive Hotel Thayer
No Host Dinner (Hotel Thayer, Alcove)

Thursday, 26 October 1989

*0845-1145 Board Session (Superintendent's Conference Room)
(Refreshments Available)

0845-0900 Administrative Remarks

Briefings on:

0900-0930 Strategic Initiatives: Planning to Implementation
COL Hammond

0930-1000 Update of Honor Reviews
CPT Hazlett

1000-1030 Discussion of Senate Proposals to Change the
Active Duty Service Obligation for Service
Academy Graduates

1030-1045 Break

1045-1115 Comparison of Commissioning Sources
COL Donnithorne

1115-1145 Memorialization Guidelines
COL Hunt

*1145-1300 Attend Quarterback Luncheon

*1300-1700 Board Session (Superintendent's Conference Room)
(Refreshments Available)

Updates on:

1300-1315 Middle States Accreditation
COL Golden

1315-1330 Leader Development Fellowship
COL Wattendorf

1330-1345 Hotel Thayer
COL Allen

1345-1400 Admissions
COL Rushton

1400-1415 The Colonial League
LTC Currey

1415-1430 Break

1430-1700 Annual Report Drafting

Enclosure 1 to Appendix IV

*1800-2030 Participate in the Reception and Formal Dinner
Held for the Participants of the National
Honor Conference

*2030 Cordials and Dessert Following Dinner at Quarters
100

Friday, 27 October 1989

0800-1130 Observe/Participate in the National Honor
Conference Round Table Discussion on Ethics
and the Private Sector
(Eisenhower Hall)

1145-1230 Lunch - Cadet Mess

1300-1700 Board Session (Superintendent's Conference Room)
(Refreshments Available)

Annual Report Writing

1800-1900 Dinner

1930 Option - Attend the Army vs Air Force Hockey Game

Saturday, 28 October 1989

Breakfast as Desired
Depart West Point

Option - Breakfast as Desired

* Attend the Army versus Rutgers Football Game and all
Pre-Game activities

Remain Overnight or Depart West Point

Dinner

Sunday, 29 October 1989

Breakfast as Desired

Depart West Point

* Supt Participation

Enclosure 1-2 to Appendix IV

Strategic Planning Project

in Broad Strokes

Stage 1: Strategic Guidance -- One Year

**Stage 2: Self-Study Based on Strategic
Guidance -- Two Years**

Stage 3: Implementation of Change

Enclosure 2 to Appendix IV

The Keystone

**Purpose of the USMA is to
provide the nation with leaders
of character who serve the
common defense**

Enclosure 2-2 to Appendix IV

The MISSION of the United States Military Academy

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.

Enclosure 2-3 to Appendix IV

A R M Y 2 0 0 2

● **DIFFERENCES FROM TODAY**

- **More Reliance on Technology**
- **Improved Ability to See and Attack Deep Targets**
- **More Lethal Weapons Systems**
- **Robotics**
- **Information Processing Systems at all Levels**
- **Breakdown of "Traditional" Operational Modes**

● **SIMILARITIES TO TODAY**

- **Size of the Army**
- **Joint and Combined Operations**
- **Relative Strength Versus Potential Enemies**
- **Need to Integrate Forces and Systems**
- **Reliance on the Soldier for Success on the**

Battlefield

Enclosure 2-4 to Appendix IV

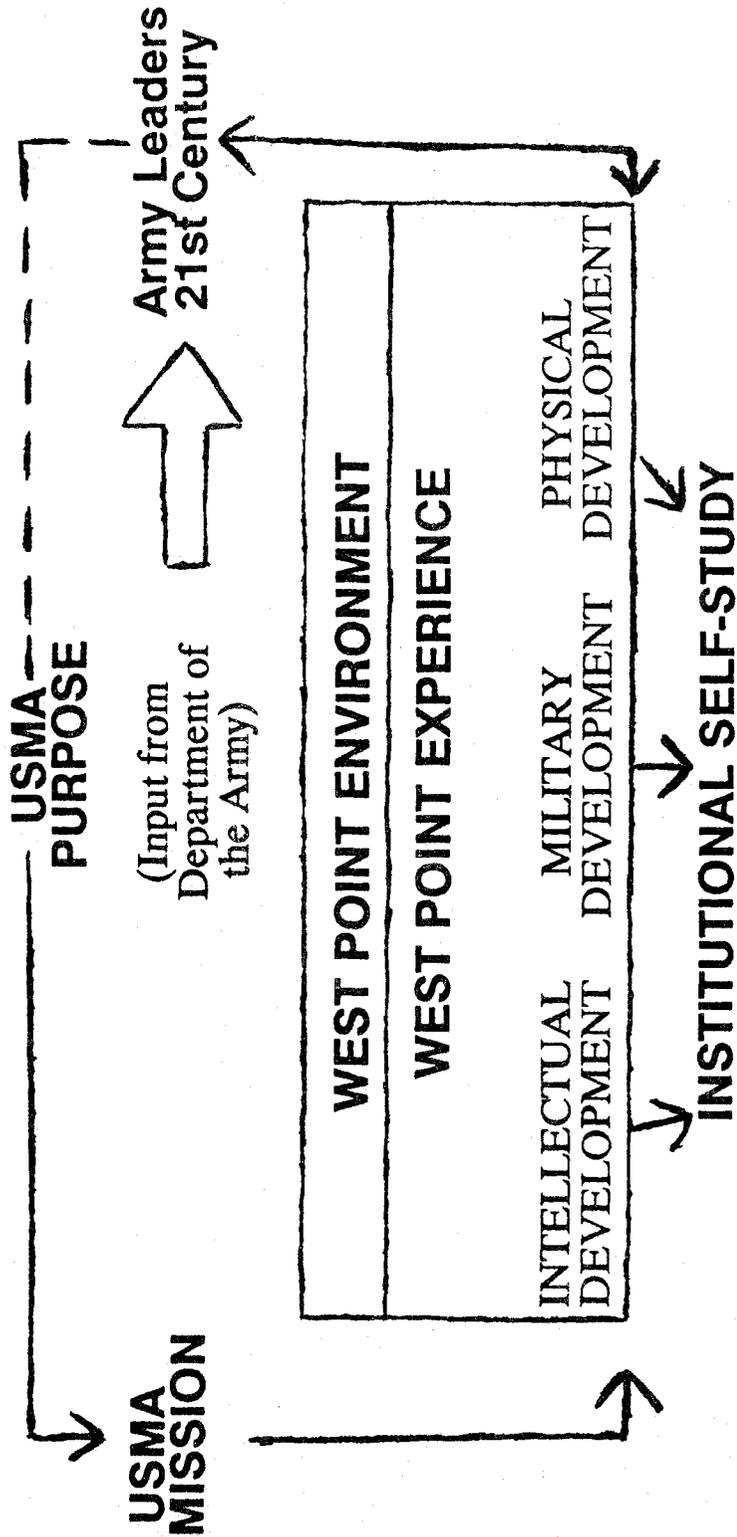
ARMY LEADERS OF THE 21st CENTURY

- **BE**
 - **LEADERS OF CHARACTER**
 - **INSPIRING**
- **KNOW**
 - **THE PHYSICAL WORLD**
 - **PEOPLE**
- **DO**
 - **BALANCE THE IMPERATIVE OF MISSION vs CARING FOR SUBORDINATES**
 - **ACT BOLDLY TO MANAGE CHANGE**

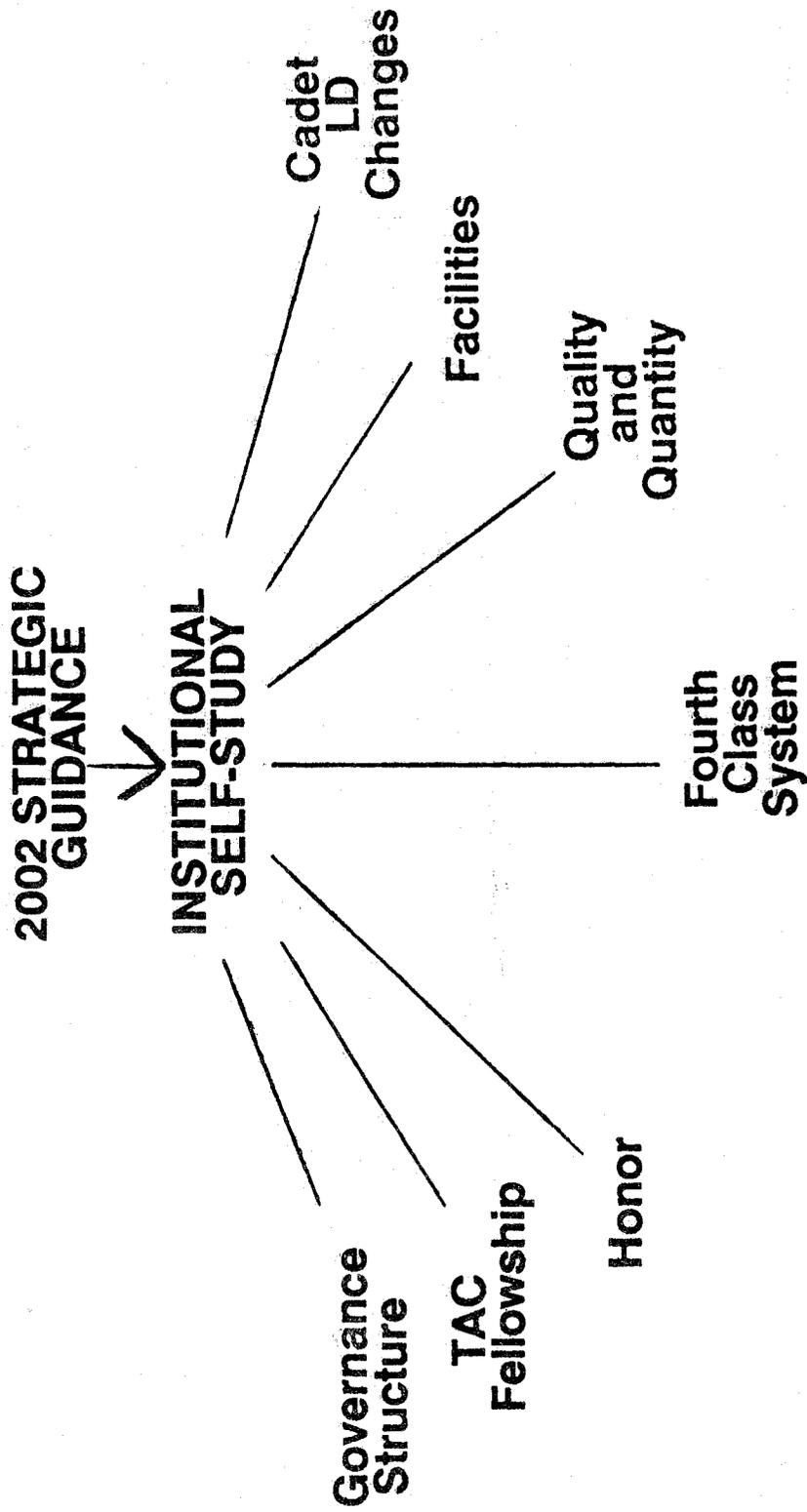
Enclosure 2-5 to Appendix IV

PREPARING FOR THE THIRD CENTURY

GRAPHIC PORTRAYAL OF USMA'S STATEMENT OF STRATEGIC GUIDANCE



PREPARING FOR THE THIRD CENTURY



ACCREDITATION SELF STUDY
COMMITTEES

- LEADER DEVELOPMENT COORDINATION
- ACADEMIC PROGRAM
- MILITARY PROGRAM
- PHYSICAL PROGRAM
- CADETS
- FACULTY AND TEACHING
- MASTERS IN LEADER DEVELOPMENT
- OUTCOMES
- STRATEGIC GUIDANCE

Enclosure 2-8 to Appendix IV

ENRICHMENT

REDESIGNING THE CADET EXPERIENCE

● **BASELINE**

● **FLEXIBILITY**

● **ENRICHMENT**

Enclosure 2-9 to Appendix IV

PROJECT ENRICHMENT

- **BASELINE REQUIREMENTS**
- **ENRICHMENT OPPORTUNITIES**
- **FLEXTIME**

FLEX

ENRICHMENT

BASELINE

ACADEMIC

MILITARY

PHYSICAL

ENRICHMENT

- **ACADEMIC SEMESTER**
- **1CL AND 2CL SUMMER**
- **VALIDATIONS**
- **FLEXIBILITY/INNOVATION/CREATIVITY**

Enclosure 2-11 to Appendix IV

ACADEMIC PROGRAM

UNCHANGED

- **CORE CONCEPT**
- **SCIENCE/HUMANITIES BALANCE**
- **BREADTH/DEPTH**
- **MAJORS**
- **SMALL CLASSROOM CONFIGURATION**
- **FOUR YEAR CURRICULUM**

Enclosure 2-12 to Appendix IV

ACADEMIC PROGRAM

INITIATIVES

- **40 COURSES**
- **MS OUT OF ACADEMIC SEMESTER**
- **CLASSROOM STANDARDS**

Enclosure 2-13 to Appendix IV

MILITARY DEVELOPMENT PROGRAM

UNCHANGED

- **CBT, CFT, DETAILS**
- **ACADEMIC YEAR MILITARY ENVIRONMENT**
- **SEQUENTIAL DEVELOPMENT EXPERIENCE**
- **3 1/2 YEAR MODEL/CERTIFICATION**
- **CFT FOCUS**
- **TACTICAL OFFICER FELLOWSHIP**

Enclosure 2-14 to Appendix IV

MILITARY DEVELOPMENT PROGRAM

INITIATIVES

- **MILITARY INTERSESSION**
- **MS ELECTIVES**
- **LEAVE AND PASS POLICY**

Enclosure 2-15 to Appendix IV

PHYSICAL DEVELOPMENT PROGRAM

UNCHANGED

- **CORE PROGRAM**
- **CARRY OVER SPORTS**
- **INTRAMURAL PROGRAM**
- **PHYSICAL FITNESS TESTING**

Enclosure 2-16 to Appendix IV

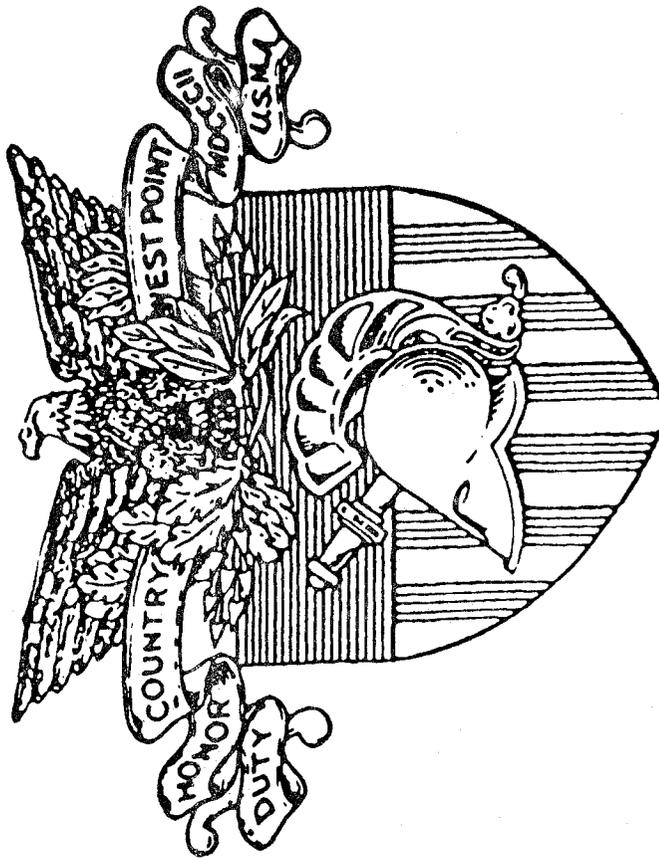
PHYSICAL DEVELOPMENT PROGRAM

INITIATIVES

- **APFT TESTING**
- **TOUGHEN STANDARDS**
- **COMPETITIVE CLUB SPORTS CREDIT**
- **PHYSICAL DEVELOPMENT ELECTIVES**

Enclosure 2-17 to Appendix IV

**1988-89 HONOR CODE AND
SYSTEM REVIEW**



**LEADERSHIP IS BUILT ON TRUST;
TRUST IS BUILT ON HONOR**

Enclosure 3 to Appendix IV

AGENDA

- HONOR REVIEW REVISITED
- USMA ACTIVITIES, 10 AUGUST TO DATE
- CURRENT STATUS
- ACTION REMAINING

Enclosure 3-2 to Appendix IV

1988-89 FOCUS ON HONOR

- RATIONALE
 - 12 YEARS SINCE LAST MAJOR REVIEW AND ABRUPT CHANGE
 - AY 86-88 SHRC REVIEW COMPLETE
 - NEW LEADER DEVELOPMENT INITIATIVES TIED TO MORAL-ETHICAL GROWTH
- SCOPE - STRATEGIC AND TACTICAL

SOURCES OF STUDY

- POSVAR COMMISSION
- HONOR ACTIONS COMMITTEE
- CADET HONOR COMMITTEE

Enclosure 3-4 to Appendix IV

POSVAR COMMISSION

- 13 MEMBERS
- CHARTER
 - REVIEW HONOR CODE GOALS
 - ASSESS HONOR SYSTEM SUPPORT OF GOALS
 - STAFF/FACULTY INFUSION
 - ROLE OF HONOR CODE/SYSTEM IN USMA PURPOSE AND MISSION

Enclosure 3-5 to Appendix IV

HONOR ACTIONS COMMITTEE

- INTERNAL REVIEW
- 10 MEMBERS
- CHARTER
 - REVIEW PAST REPORTS/OTHER OBSERVATIONS
 - RECOMMEND SPECIFIC ACTIONS
- FOCUS
 - NON-TOLERATION TENET
 - ALTERNATIVES TO SEPARATION
 - HONOR EDUCATION
 - ABSENCE CARD
 - SPIRIT OF CODE AND PROFESSIONAL ARMY ETHIC

Enclosure 3-6 to Appendix IV

HONOR COMMITTEE

- "MISSION" FROM SUPERINTENDENT
FOR AY 88-89
- SUB-COMMITTEE RESEARCH
AND CONCLUSIONS
- FOCUS -- HEARING PROCESS
 - CHARACTER WITNESSES
 - COMPOSITION OF HEARING
 - REQUISITE VOTE

Enclosure 3-7 to Appendix IV

ISSUES

- MEDIA INTERPRETATION OF POSVAR REPORT
 - "WEAKENING THE CODE"
 - "GRADUATED SANCTIONS"
 - "ELIMINATION OF QUIBBLING AS AN OFFENSE"
- METHODOICAL IMPLEMENTATION
- SUPPORT OF THE CORPS

Enclosure 3-8 to Appendix

STATUS AS OF 10 AUGUST

- 14 RECOMMENDATIONS IMPLEMENTED
- 4 - UNDER CADET REVIEW
 - CHANGE TO CODE
 - ALTERNATIVES TO SANCTION
- 2 - DA ACTION
 - 30 DAY PROCESSING TIME
 - SEC ARMY DECISION
- 5 - USMA ACTION
 - ADMISSION PROCESS
 - ABSENCE CARD
 - 60 DAY PROCESSING TIME
 - CONGRESSIONAL INTEREST
 - ADVISORY BOARD

Enclosure 3-9 to Appendix IV

**USMA ACTIVITIES
10 AUGUST TO DATE**

- 14 AUGUST - BRIEFED CSA
- 18-20 AUGUST - FALL HONOR CONFERENCE
- 21 AUG - 16 SEP - COMPANY EDUCATION/DISCUSSION
- 17 SEPTEMBER - CORPS SURVEY
- 12 OCTOBER - SURVEY RESULTS PRESENTED
TO SUPT

Enclosure 3-10 to Appendix IV

SOURCE OF STUDY

CHANGE CODE

POSVAR COMMISSION

Recommendation #1.
Change non-tolerance clause to
read "...nor tolerate such acts
by other cadets."

HONOR ACTIONS COMMITTEE

Recommendation #1.
Consistent with Posvar report.

CORPS OF CADETS

Roughly two-thirds disapprove.

ACTIONS TAKEN/REMAINING

1. Chairman, Honor Committee
addressed Corps.
2. Corps surveyed in
September 1989.
3. Honor Actions Committee
action.

Enclosure 3-11 to Appendix IV

SOURCE OF STUDY

POSVAR COMMISSION

Recommendation #2.
Establish alternatives to the sanction of separation to accommodate "special" cases, to include: lack of experience under Code, self-report, toleration, ambiguous/trivial offenses.

HONOR ACTIONS COMMITTEE

Recommendation #2.
More specific than Posvar.
Introduce alternatives to the sanction of separation for self-reported/self-admitted honor violations for the purpose of improving adherence to the non-toleration tenet. Treatment of cases resulting in FHIH should remain unchanged.

CORPS OF CADETS

Roughly two-thirds support.

ACTIONS TAKEN/REMAINING

1. Chairman, Honor Committee addressed Corps.
2. Corps surveyed in September 1989.
3. Honor Actions Committee action.

ALT'S TO SEPARATION

SOURCE OF STUDY

POSTWAR COMMISSION

Recommendation #3.
Includes all alternatives currently prescribed within the supt's discretionary authority, with the additional suggestion of suspension and assignment to a rehabilitating position in the Army.

TYPES OF ALT'S TO SEPARATION

HONOR ACTIONS COMMITTEE

Alternatives should specifically include the following:
-reprimand & return to duty
-active duty with a TOE Army unit for 12 mos/acceptance to USMA conditional upon commander's endorsement and written/oral presentation on honor
-turnback w/written/oral presentation on honor
-suspension w/out pay.

CORPS OF CADETS

Roughly two-thirds support.

ACTIONS TAKEN/REMAINING

1. Chairman, Honor Committee addressed Corps.
2. Corps surveyed in September 1989.
3. Honor Actions Committee action.
4. ODCSPER coordinate with ARSTAF.
5. SA Decision.

REMARKS

Projected completion March 1990.

SOURCE OF STUDY

INPUT TO SUPT RE: DISCRETION

POSTWAR COMMISSION

Recommendation #4. Hearing members should continue to submit input to superintendent regarding discretion.

HONOR ACTIONS COMMITTEE

Recommendation #2. In cases of self-reported/self-admitted violations, the MHIH members should select an appropriate alternative to separation, to be approved by the supt. No changes to current procedures in those cases resulting in FHIH.

CORPS OF CADETS

Roughly two-thirds support.

ACTIONS TAKEN/REMAINING

1. Chairman, Honor Committee addressed Corps.
2. Corps surveyed in September 1989.
3. Honor Actions Committee action.

Enclosure 3-14 to Appendix IV

SOURCE OF STUDY

"CHARACTER" AND ADMISSIONS PROCESS

POSVAR COMMISSION

Recommendations #5&6. Applicants should be required during interviews to express their personal concept of right and wrong. Aspirants should be continually informed of the Code and inherent obligations.

HONOR ACTIONS COMMITTEE

Recommends that the field interviews not be implemented due to inconsistencies in the interpretation of replies.

CADET HONOR COMMITTEE

ACTIONS TAKEN/REMAINING

1. Recommendation #6 implemented.
2. DAD action; staffing recommendation #5.

Enclosure 3-15 to Appendix IV

SOURCE OF STUDY

ABSENCE CARD

POSVAR COMMISSION

Recommendation #10. Absence card should be eliminated. Absence card uses honor to enforce regulations.

HONOR ACTIONS COMMITTEE

Absence card should be eliminated. It continues to be the most vivid example of honor being used to enforce regulations.

CADET HONOR COMMITTEE

Concur with Posvar Commission and Honor Actions Committee.

ACTIONS TAKEN/REMAINING

1. Eliminated for this AY.
2. O/Comdt has implemented new accountability policy.

REMARKS

Implemented (Began AY 89-90).

SOURCE OF STUDY

COUNSEL AT HEARINGS

POSVAR COMMISSION

Recommendation #13. Respondent should be able to consult with counsel at any time without asking for a recess, thereby reducing the adverse perceptions of the board members.

HONOR ACTIONS COMMITTEE

Concurs with Posvar Commission, although it voices a concern that USMA clearly articulate the role of counsel in the hearing process.

CADET HONOR COMMITTEE

ACTIONS TAKEN/REMAINING

1. Recommendation #13 implemented.
2. Role of counsel being staffed.

Enclosure 3-17 to Appendix IV

SOURCE OF STUDY

POSVAR COMMISSION

CASE PROCESSING TIME

Recommendation #16. Reduce current 60 day processing time. Review at HQDA should not take longer than 30 days.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

The Cadet Honor Committee previously studied potential reduction of case processing time (1st 23 days in 60 day window). Based on other cadet duties, the investigative process moves as efficiently as possible. Recommend that SJA study potential for reduced time in generating the summarized transcript.

ACTIONS TAKEN/REMAINING

1. SJA completing review of 60 day window.
2. Supt decision.
3. ODCSPER coordinate proposal to implement 30 day window.
4. CSA decision.

REMARKS

Projected completion
30 Nov 1989.

Enclosure 3-18 to Appendix IV

SOURCE OF STUDY

SEC ARMY AND SEPARATION

POSVAR COMMISSION

Recommendation #17. Sec Army should personally decide upon all honor cases that reach HQDA for action. Sec Army should clearly communicate to USMA reasons for overturning a case.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

ACTIONS TAKEN/REMAINING

1. ODCSPER reviewing options.
 - SA decides all cases.
 - ASA (M&RA)/DCSPER approve cases, but only SA may disapprove.
2. SA decision.

REMARKS

Projected completion 30 Nov 89.

Enclosure 3-19 to Appendix IV

SOURCE OF STUDY

CONGRESSIONAL INTEREST (CASES)

POSVAR COMMISSION

Recommendation #18. Process should be explained clearly to interested members of Congress.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

ACTIONS TAKEN/REMAINING

1. USMA has provided OCLL with definitive overview of investigative process.
2. OCLL will include info paper with correspondence in response to Congressional inquiries regarding honor cases.

Enclosure 3-20 to Appendix IV

SOURCE OF STUDY

ADVISORY BOARDS

POSVAR COMMISSION

Recommendation #21. Establish an independent advisory board providing advice and reporting to the superintendent.

HONOR ACTIONS COMMITTEE

CADET HONOR COMMITTEE

ACTIONS TAKEN/REMAINING

1. Being staffed at USMA.
2. DA & USMA implement.

REMARKS

Concur with Posvar recommendation subject to two conditions:
(1) that the supt controls membership in order to insure that membership remains apolitical.
(2) that the board receives its agenda from the supt.

Enclosure 3-21 to Appendix IV

ACTION REMAINING

- HONOR ACTIONS COMMITTEE
 - RECONVENES
 - COMPLETES STAFFING OF PROPOSALS 1 - 4
 - REPORTS TO SUPT
 - SUPT DECISION

- USMA STAFF
 - PROCESSING TIME
 - ADMISSION PROCESS
 - ADVISORY BOARD
 - ROLE OF COUNSEL

- DA STAFF
 - PROCESSING TIME
 - SEC ARMY ACTION

Enclosure 3-22 to Appendix IV

HONOR CODE & SYSTEM REVIEW

**POSVAR * HONOR ACTIONS * CADET HONOR
COMMITTEE COMMITTEE**

BEING STAFFED FOR IMPLEMENTATION

CHANGES

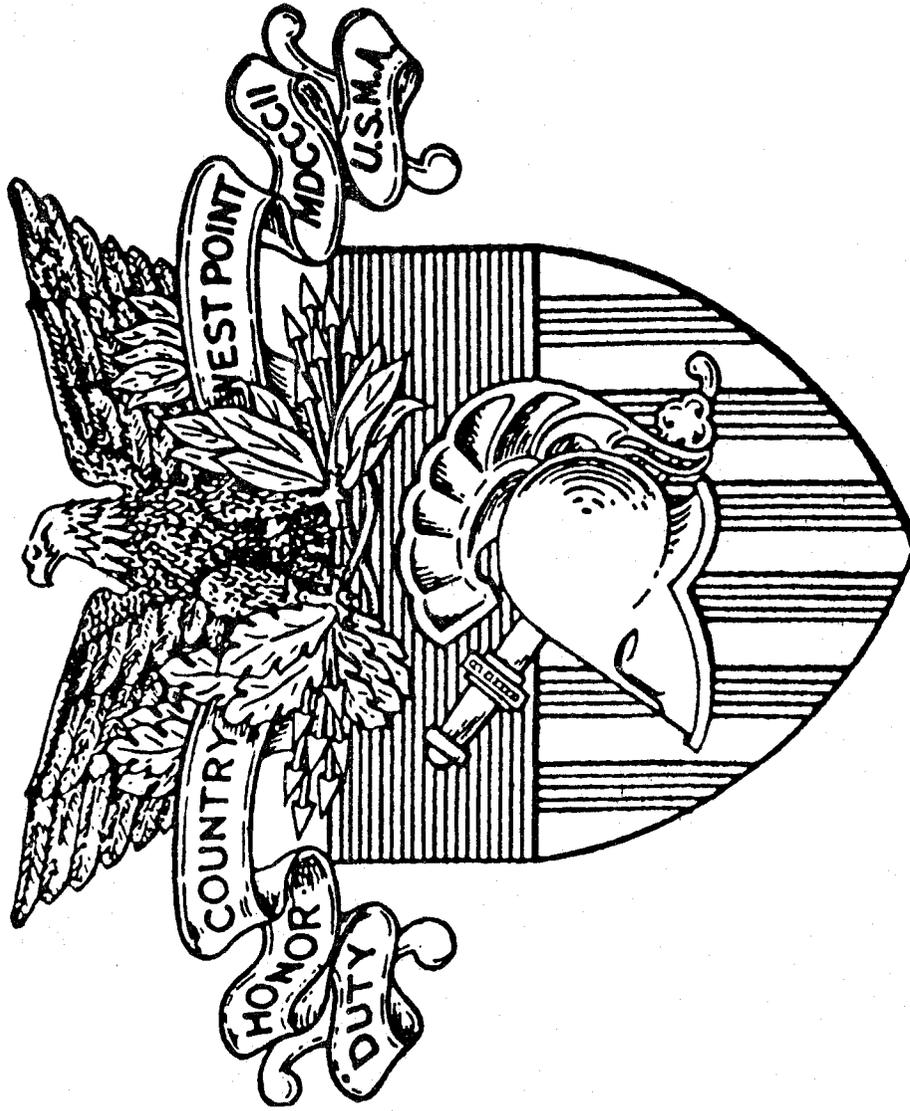
- ABSENCE CARD
- HEARING PROCESS
- CHARACTER WITNESSES
- VOTE
- COMPOSITION
- HONOR EDUCATION
- CHET
- ARMY ETHIC
- ALTS TO SANCTION FOR SELF-REPORT
- MHIH SELECTS ALT TO SANCTION

PURPOSE

- TOUGHEN THE HONOR CODE AND SYSTEM
- STRENGTHEN SUPPORT OF THE SYSTEM
- SIMPLIFY AND STREAMLINE THE SYSTEM
- STRENGTHEN ADHERENCE TO
NON-TOLERATION TENET

Enclosure 3-34 to Appendix IV

LEADERSHIP IS BUILT ON TRUST;



TRUST IS BUILT ON HONOR

Enclosure 3-35 to Appendix IV

How the Army Obtains its Officers

- Direct Appointment
- OCS (federal and state)
- ROTC
- USMA

Quantities from Each Source

● Accession in Non-specialty Branches FY89

- ROTC (this year) 4161 71%
- ROTC (call to AD) 218 4%
- OCS 400 7%
- USMA 1055 18%

● Accession in Specialty Branches FY89

- direct commission 1372 68%
- ROTC 633 31%

The Purpose of Each Source of Officers

- **Direct Appointment -- fill the specialties**
- **OCS -- rapid mobilization expansion**
- **ROTC**
 - flexibility
 - focus
 - linkage to civilian population
- **USMA**
 - wholly-controlled program
 - assured accession base
 - establishes a standard

SUBJECT: BOV Briefing Outline--Memorialization Guidelines

1. General supervision of memorialization is the responsibility of the Museum-Historical-Memorialization (MHM) Committee.
 - a. Evaluates all proposals, including related gifts
 - (1) Avoid excess memorializations
 - (2) Awareness of precedent
 - (3) Rechannel donor interests
 - b. Makes recommendations to the Superintendent
2. General standards for memorialization
 - a. Useful and inspirational to the Corps of Cadets
 - b. Physically and aesthetically enhancing to West Point
 - c. Recognize contributions to nation and USMA of graduates and distinguished friends
3. Continuing Memorialization Programs
 - a. In Cullum Hall, plaques memorialize graduates KIA, or dead of battle wounds or as POW.
 - b. Remembrance of all superintendents by portraits hung in Washington Hall.
4. Guidelines for individual memorialization projects
 - a. Naming of cadet athletic facilities
 - (1) Initial solicitation of suggestions from graduates elicited plethora of ideas, campaigns for individuals.
 - (2) Focus on inspirational values yields useful criteria: cadet leader; distinguished in facility's sport; youthful battle casualty.
 - b. Naming of academic building (Lincoln Hall) for distinguished USMA faculty member.
 - (1) Initial broad range of suggestions
 - (2) Development of criteria: 20th century teacher; distinguished scholarly contributions; contribution to nation
5. Usefulness of guidelines
 - a. Forces a consideration of the purposes of memorialization
 - b. Allows objective assessment
 - c. Provides a persuasive basis for responding to memorialization suggestions and redirecting donors' efforts

Enclosure 5 to Appendix IV

A PRIMER ON THE ISSUE OF THE
ACTIVE DUTY SERVICE OBLIGATION
OF SERVICE ACADEMY GRADUATES

From time to time, there will be debate over the length of obligated service for graduates of our Nation's service academies. Currently the obligation is five years active duty.

Some will question the perceived cost of the academies' education and will suggest that the Nation is not getting adequate payback.

Some will question the rate at which academy graduates leave the service after their initial obligation and will suggest that all graduates should be career military officers.

Some will note that the academies appear to be the Nation's "choosiest" colleges -- apparently having ten times as many applicants as vacancies -- and will suggest that an increased service obligation will not materially affect candidate recruitment, quantitatively or qualitatively.

"Some" will be wrong. There is much more to the issue than perceived costs, apparent applicant to vacancy ratios, and resignation rates of officers. The enclose papers are offered both as a primer and as a ready reference manual for use by those who may be called to review the issues.

Enclosure 6 to Appendix IV

CONTENTS

- TAB A USMA Board of Visitors Open Letter to the Conferees on The National Defense Authorization Act for Fiscal Years 1990 and 1991, dated August 11, 1989.
- TAB B Facts and Considerations Concerning the Issue of Extending the Active Duty Service Obligation of Academy Graduates from Five Years to Six, with accompanying charts.
- TAB C How the Army Obtains Its Officers -- a discussion on the value of four sources of commissioning.
- TAB D Price/Cost/Worth of West Point



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

August 11, 1989

AN OPEN LETTER TO THE CONFEREES ON THE
NATIONAL DEFENSE AUTHORIZATION ACT
FOR FISCAL YEARS 1990 AND 1991.

Your Conference Committee will address an issue of grave concern to the Board of Visitors to the United States Military Academy. The issue is the length of obligated service to be incurred by graduates of the three Service Academies. Wording in the Senate version would raise that obligated length from five years to six.

No one sought the counsel of the Board of Visitors before writing such legislation. The Board is comprised of Presidential appointees and Members of Congress, set up under law to inquire into just such matters. Nor did anyone confer with authorities from the Military Academy. Raising the obligated length of service would have far-reaching impact on the Military Academy. It should not be done precipitously without full consultation and analysis.

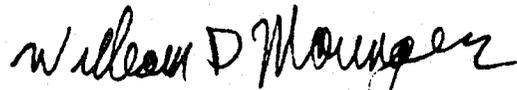
As a matter of fact, moving beyond five years would be without precedent in this century. Ever since 1838, the obligation has been either three or four years, until the middle of the Vietnam War, when it was moved to five. Moreover, before WWII, while the obligation was for four years, graduates were often permitted to leave sooner (yet we did all right in that war). Obviously, the historic pattern is less than five, not more.

The Military Academy has studied the issue closely. All the evidence and every bit of experience shows that raising the obligated length of service would be an ill-advised step at this particular time. When the board recently met at West Point, the members informally discussed this issue with a number of cadets. The consensus was that an increased service obligation would be a deterrent to applications. Indeed, if a change is to be made, shifting to a four-year obligation might make much more sense right now. National demographics -- the numbers of young Americans turning 18 each year -- clearly show the arrival of a bleak, unpromising period. It will be difficult enough for the academy to meet its composition goals (female and minority particularly) given the obstacles posed by the current five-year obligation; raising it to six could change "difficult" to "unlikely."

Enclosure 6-3 to Appendix IV

... It is the board's opinion, gained from its collective service, that if any change is warranted, a reduction of the obligated length of service to four years should be considered. Four years active duty followed by four years in the Reserve Components is a more than equitable pay-back.

The Board of Visitors, at its August 11, 1989, meeting, resolved to urge that you support in Joint Conference a change from five years to four.



William D. Mounger
Presidential Appointee
Chairman

MEMBERS, USMA BOARD OF VISITORS:

BG (Ret) George B. Price
Presidential Appointee

Honorable Conrad Burns
United States Senate

Michael W. Grebe
Presidential Appointee

Honorable Hamilton Fish, Jr.
House of Representatives

Edwin Meese III
Presidential Appointee

Honorable W. G. Hefner
House of Representatives

Rhett B. Dawson
Presidential Appointee

Honorable Bill Lowery
House of Representatives

Honorable Richard C. Shelby
United States Senate

Honorable Greg Laughlin
House of Representatives

Honorable Harry M. Reid
United States Senate

Honorable George Darden
House of Representatives

Honorable Alfonse M. D'Amato
United States Senate

Enclosure 6-4 to Appendix IV

FACTS AND CONSIDERATIONS CONCERNING THE ISSUE OF
EXTENDING THE ACTIVE DUTY SERVICE OBLIGATION OF
ACADEMY GRADUATES FROM FIVE YEARS TO SIX.

1. BACKGROUND. In July 1989, Senator John Glenn (D-Ohio) placed language in his subcommittee markup for the 1990 Military Authorization Act that would have required all graduates from the three service academies to serve a minimum of eight years instead of five. He did that without consultation with or notification to the academies. There were no hearings on the issue, nor were any analyses or studies done. When other Senators heard what he proposed, they fought it on the floor of the Senate and managed to cut the length of obligated service from eight to six years. No such language was in the House version of the bill, so the issue went to Joint Conference. House Members strongly opposed extending the period of required service at all. Senator Glenn would not budge, however, so House conferees finally compromised on six years, but starting with those who enter the Academies in 1992. There is an unstated understanding that hearings will be held next year to determine whether the law will need to be modified.

2. WHY PROPOSE AN INCREASE IN SERVICE OBLIGATION? Speculation is that the objective is to reduce attrition of jet pilots. That may be a problem -- but it has no linkage to USMA. Senator Glenn has proposed a global solution to a local problem; moreover, a solution which would cause damage to the Academy.

3. WHAT IS BROKEN? From the standpoint of the Military Academy, nothing is broken. Graduates of the last decade are staying in the service beyond their minimum obligation in unusually high numbers, around 80% for the Active Army and approaching 90% when adding those who choose to continue serving in the Reserve Components. The percentages in peacetime could hardly be higher. Indeed, Congress' very guidance for the management of officer strength says that the Army's goal should be to retain only about 58% at the five year mark. By contrast, in 1988, West Point graduates were still in the Active Army at the five year point in numbers about one-third higher than Congressional guidance!

4. WHAT IS THE POTENTIAL DAMAGE? The quality and quantity of applicants to USMA will be driven downward. Historically, the attractiveness of the Academy to young Americans has varied greatly, with highs and lows caused by external forces in our society. The last few years have seen all-time highs, suggesting that a downturn is likely soon. In fact, a drop of some 12% in the number of applicants occurred last year, and the pace for the current year indicates continuing lower figures. Two critical facts need to be known:

a. The admissions climate is fragile now. Even though raw numbers show that about ten youths apply for every vacancy, that number drops rapidly during the selection process. Many opt out when they encounter the reality of the five year commitment. More drop out because of academic or physical or medical problems. The

Enclosure 6-5 to Appendix IV

final figure shows a fragile state currently -- fewer than two people are qualified for each vacancy. (There is also a minority issue imbedded in those figures -- blacks and women currently have barely more than a one-to-one ratio between those qualified and those offered admission.) If the service obligation is increased, the qualified applicants will fall -- the already fragile situation will be worsened.

b. National demographics portend problems. The number of American high school graduates is dropping steeply each year. The bottom will not be reached until 1994, while the recovery to recent levels will reach into the next century. Even if the obligated length of service were to remain at five years, the Academy could only forecast serious challenges ahead as the potential candidate pool continues to shrink.

5. HOW WILL THE DAMAGE OCCUR?

a. Attracting candidates. Candidates are typically 16 or 17 years old when they begin seriously considering whether or not to go to an academy. We know now that the five year obligation is a major obstacle -- four years at West Point followed by five in the Army adds up to nine years in a disciplined, tough environment. That gives pause to a high school student who has had no previous contact with the military; many young people are willing to give military service a try, but nine years causes hesitation. To increase the obligation increases the hesitation. Consider a 16 year old looking at a 12-year hitch (4 at the Academy followed by 8 in the Army).

b. Retention at West Point. Once here, cadets have to decide whether to remain, with most choosing to stay or leave during their first two years. About one of five resigns now; that number would surely increase if the path ahead were to appear even more confining.

c. Retention in the Army. Obviously, a longer obligation would extend the date by which graduates could start leaving, but no evidence suggests that larger numbers would thereby remain for a career. In fact, the very opposite might just as likely occur; data on post-WW II classes, for instance, suggest little correlation between obligated service and career choices. Many of the three year classes remained in the Army at higher rates than many of those with four and five year obligations.

6. THE SOLUTION? The 1989 Board of Visitors considered this issue in August 1989. The members (Presidential appointees, Senators, and Members of the House of Representatives) wholeheartedly endorsed the facts and considerations discussed above. They wrote: "All the evidence and every bit of experience shows that raising the obligated length of service would be an ill-advised step at this particular time....It is the board's opinion, gained from its collective service, that if any change is warranted, a reduction of the obligated length of service to four years should be considered.

Enclosure 6-6 to Appendix IV

Four years active duty followed by four years in the Reserve Components is a more than equitable pay-back."

7. FINAL WORD. The Academy cannot and should not turn out "careerists." It should graduate well prepared young leaders who are motivated to meet their obligations of service to country with selflessness and total devotion to duty. If they find their time in the Army to be a rewarding and positive experience -- as they have in recent years -- they will remain in uniform in large numbers, as we have seen. If their service experience is not rewarding, on the other hand, they will tend to seek other professions. If Congress wants to have an impact on retention, quality of life and professional satisfaction are the two most fruitful areas to work on.

Enclosure 6-7 to Appendix IV

USMA GRADUATE SERVICE OBLIGATION

1 IN ORDER TO SERVE IN THE ARMY AS A USMA GRADUATE, AN INDIVIDUAL MAKES THREE ESSENTIAL DECISIONS:

INDIVIDUAL DECISIONS →	① DECISION to enter USMA	② DECISION to remain at USMA	③ DECISION to remain in ARMY
THE USMA CHALLENGE →	ATTRACT CANDIDATES	EDUCATE, TRAIN AND INSPIRE	CONTRIBUTE TO THE COMMON DEFENSE
	AGE : 16-17	AGE : 17-22	AGE : 21-??

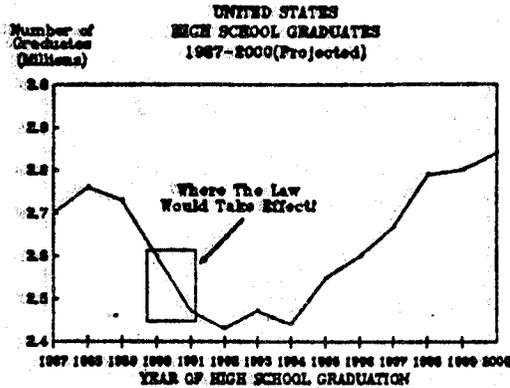
2 OUR CHALLENGE IS TO ATTRACT AND ENROLL QUALITY CANDIDATES, TO DEVELOP THEM AS LEADERS OF CHARACTER, AND TO INSPIRE THEM TO SERVE.

TODAY:

	# OF APPLICANTS	# QUALIFIED CANDIDATES	# OFFERED ADMISSION	# WHO DECLINED	# ENROLLED CADETS
TOTAL	13,000	2500	1800	450	1350
SCHOLARS	1400	581	540	190	350
MINORITIES (BLACKS)	1850 (1100)	225 (125)	195 (120)	55 (35)	140 (85)
WOMEN	1950	255	215	65	150
ATHLETES	525	400	390	115	275

3 OUR QUALITY IS VERY HIGH AND WE ARE MEETING OUR CLASS COMPOSITION OBJECTIVES FOR KEY SUB-GROUPS - BUT THIS SITUATION IS VERY FRAGILE. DECLINING NUMBERS OF HS GRADUATES WILL INCREASE THE CHALLENGE.

ANY POLICY ACTION WE TAKE SHOULD PROMOTE USMA AS AN ATTRACTIVE OPTION FOR QUALITY CANDIDATES : (E.G. MOVE THE OBLIGATION FROM 5 TO 4 YEARS OF SERVICE)



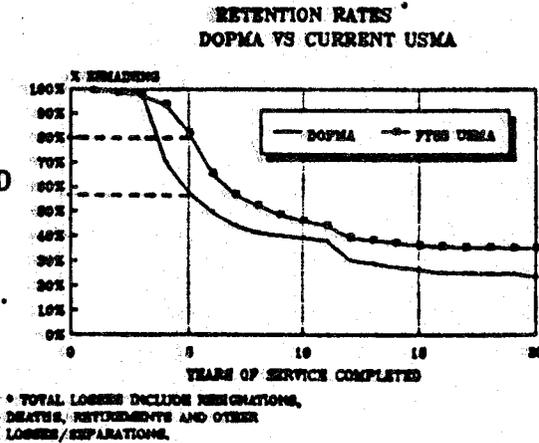
RECENT INFORMATION FROM USNA:

- THE RATIO OF QUALIFIED CANDIDATES TO APPOINTEES IS 1.66
- 21% OF DECLINERS DID SO BECAUSE OF THE CURRENT 5 YEAR OBLIGATION
- RESPONSES TO SURVEY ASKING MIDSHIPMEN IF THEY WOULD HAVE COME TO USNA IF THE SERVICE OBLIGATION WERE _ YEARS:

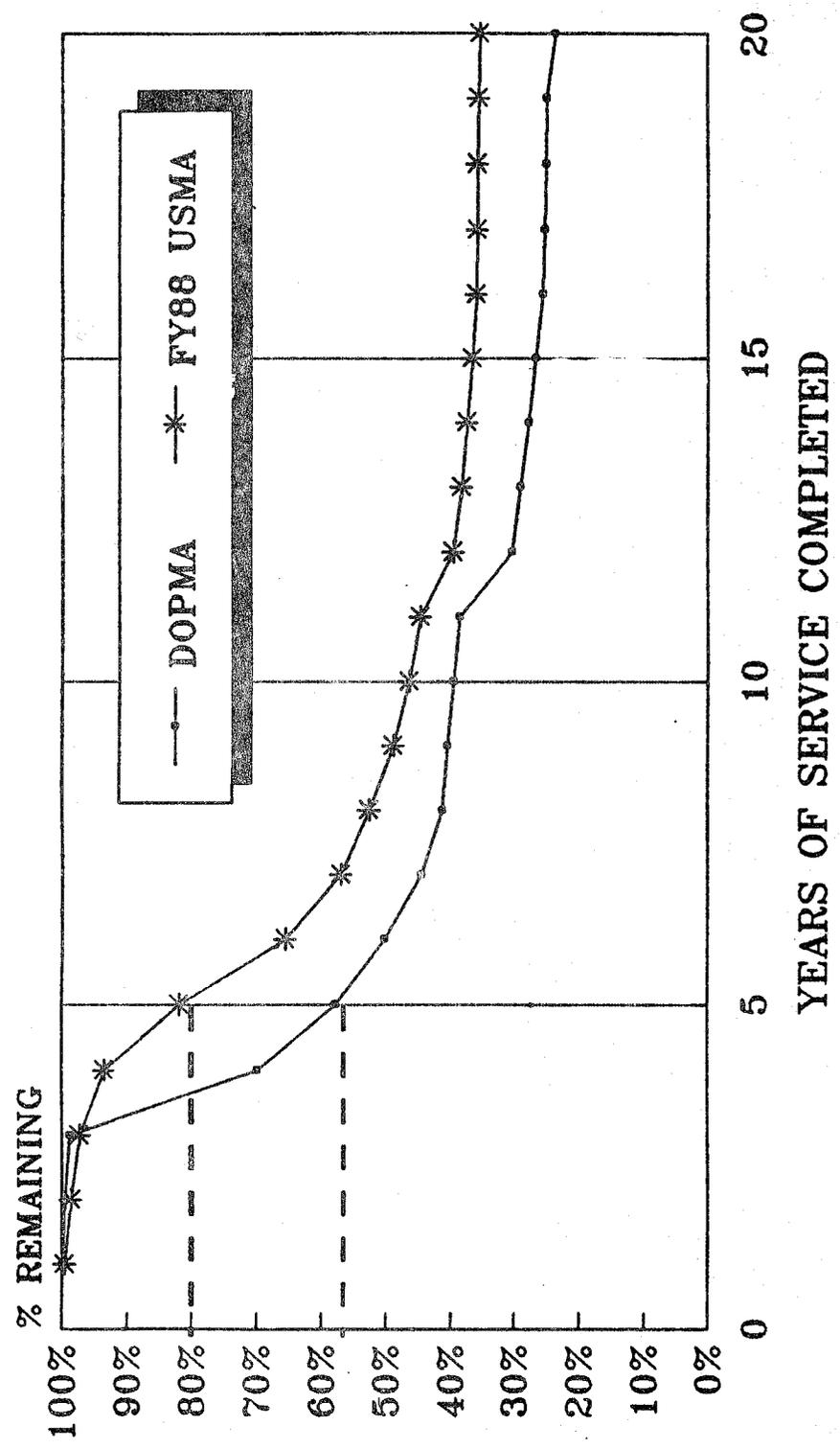
	Percent Responding "Yes"	
	Plebes	Upperclass
If 8 years	64%	55%
If 7 years	69%	61%
If 6 years	84%	72%

4 GRADUATES ARE INSPIRED TO SERVE BEYOND MINIMUM OBLIGATION BY CONDITIONS AND OPPORTUNITIES IN THE ARMY

... WE DO NOT HAVE A PROBLEM.



RETENTION RATES *
DOPMA VS CURRENT USMA



* TOTAL LOSSES INCLUDE RESIGNATIONS, DEATHS, RETIREMENTS AND OTHER LOSSES/SEPARATIONS.

HOW THE ARMY OBTAINS ITS OFFICERS

1. Background. From time to time one hears comparisons of officers based on their source of commission. Those comparisons often try to rank performance by source of commission or raise the issue of the cost of one source vis-a-vis another. Such comparisons miss the basic point that the various sources of commissioning have very different purposes -- which means that comparisons may be more misleading than instructive.

2. Purpose. This paper explores the essential elements defining the various commissioning sources, with the hope of elevating discussions on the subject to a responsible and useful level.

3. The Sources. The Army obtains its officers from four principal sources: (a) Direct Appointment; (b) Officer Candidate School (OCS); (c) Cadet Command (ROTC); and (d) the United States Military Academy (USMA).

4. Discussion. The four programs are not in competition with one another, they are complementary. Each source of commission serves an essential -- and separate -- purpose. Each makes a unique contribution to the annual requirement to raise and sustain the Officer Corps.

a. Direct Appointment. This is the primary means by which the Army commissions officers in the Special Branches (Medical, Dental, JAG, and Chaplain).

b. OCS. First this program provides enlisted soldiers a route to a commission. Second, it is rapidly responsive to mobilization requirements. It is maintained in peace -- keeping the production line warm -- in order to assure that the Army can expand rapidly in an emergency..

c. ROTC. This program has three major attributes:

• Flexibility. The number of graduates commissioned, whether they enter the Active or Reserve Components, and the duration of their tours can be adjusted to meet annual manpower objectives required by the Congress or mandated by mission imperatives.

• Focus. ROTC scholarships channel students into disciplines most relevant to the Army's current needs, and Cadet Command will normally commission and activate only those whose preparation best fits such needs.

• Linkage between the Army and the country. Colleges across the land have ROTC detachments, assuring that large numbers of young Americans have contacts with the military which they would not otherwise have.

Enclosure 6-11 to Appendix IV

d. USMA. Three considerations are unique to the Military Academy:

● USMA provides a controlled and reliable source of officer leadership. It is directly responsive to the Executive and Legislative arms of the government, insulated from local whims caused by the momentary popularity of the military as an institution, such as caused many colleges to remove ROTC from their campuses during the Vietnam War.

● USMA forms the annual base on which the Army builds. The Academy commissions approximately 40 percent of the Basic Branch, Regular Army Officers accessed each year. Graduates receive a broad academic and military education tailored to meet the Army's long-range needs. Importantly, each class reflects the Nation's commitment to minorities and women in the military.

● West Point is required to be the Army's standard bearer, to set the standards of professionalism for all commissioning sources, and in many ways even for the Officer Corps itself.

5. Comparison. The separate programs exist to meet separate National needs. The four commissioning sources are not in competition with each other -- rather, they are complementary. Comparisons involving relative effectiveness and cost-benefits, therefore, seriously miss the mark. While it is appropriate to evaluate each program in light of its own purpose, care must be taken to distinguish performance evaluations within a program from comparisons of purpose between programs.

Enclosure 6-12 to Appendix IV

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

Enclosure 6-13 to Appendix IV

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.

Enclosure 6-15 to Appendix IV

Overview of Accreditation Evaluation Team Visit and Report

Sequence of Events

- July USMA mailed self-study report to members of the evaluation team.
- 17-20 September Evaluation team visit. Included phone conversation with Mr. Mounger and examination of Board of Visitors' Reports.
- 16 October Received final Team Evaluation Report.
- 29 November Dr. Richardson, evaluation team chairman, will present the team report to the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Commission will then make its decision on reaccreditation.

Enclosure 7 to Appendix IV

Report Highlights

General

The integration of Project 2002 and the accreditation self-study led to "... outcomes that almost perfectly model Middle States' highest aspirations for the accreditation process." (p. 1)

"At the time of the team visit a sense of vitality, intellectual debate and renewal permeated the Academy environment. The open and honest debate, the intensive scrutiny of the evaluation process, and the candid and in-depth criticism of Academy programs and practices suggest that devotion to duty, honor and country is by no means confined to cadets. Clearly the U.S. Military Academy has an appropriate mission, has the necessary resources - both physical and human - for carrying out that mission with a high degree of excellence, and can demonstrate through outcomes that the mission is currently being achieved at a high level. The self-study process also suggests that the Academy will continue to achieve its mission at high levels in the foreseeable future. American higher education in general would be significantly enhanced if the standards for self-evaluation and improvement evident in the self-study process followed by the U.S. Military Academy were to be widely emulated." (p. 26)

Enclosure 7-2 to Appendix IV

Major Findings and Recommendations

1. Planning:

"We commend the Academy for integrating planning across the academic, physical and military programs." (p. 2)

"The planning process could be strengthened by integrating a plan for faculty development and clarifying the linkages between planning and resource allocation." (p. 3)

2. Leader Development Coordination:

"The West Point Fellowship in Leader Development appears to be a promising initiative for developing more consistent and more theoretically based definitions of leadership as the unifying concept for Academy programs." (p. 4)

"The Academy will need to exercise continuing vigilance as it has through this self-study to ensure that the importance of intellectual development is not overshadowed by the other two [military and physical] robust and attractive features of the program." (pp. 4-5)

3. The Academic Program

"The Academy is to be commended for its very effective effort to offer a curriculum which is conducive to both progressive and integrated learning, to the acquisition of historical mindedness in both global and national perspectives, to increasing in-depth study, and to threads of connectedness." (p. 5)

"The Academy deserves commendation for ... the initiatives it has undertaken to ... signal the importance of academic performance and intellectual development." (p. 6)

Major Findings and Recommendations (Continued)

4. The Military Program

"We concur with the recommendations that appear in the self-study report. In particular, we note the importance of increased continuity in the office of the commandant, the emphasis upon ensuring that responsibilities in the cadet chain of command contribute to the goals of the program without excessive demands upon cadet time, and the importance of continuing study and reform of the sequential leader development system. We commend the Academy for the reforms they have already initiated, including the elimination of the practice of ping-pong and the establishing of cadet and officer committees to review the Fourth Class system." (p. 8)

5. The Physical Program

"There is evidence of curriculum planning that is consistent with the best in current educational thought and practice." (p. 8)

"... the Academy and its special brand of coaches deserve commendation for resisting the prevalent models in intercollegiate sport in favor of supporting the purpose and mission for which the institution exists." (pp. 9-10)

"The team commends highly the vision and purpose that characterize the program of intercollegiate athletics offered at the Academy." (p.10)

"The Academy should consider gathering data to clarify the extent of gender-related problems (attitudes, perceptions) within the intramural sports program... any effort to collect data here should also be helpful in understanding the larger context of Academy progress toward an equitable multi-gender environment." (p. 11)

Enclosure 7-4 to Appendix IV

Major Findings and Recommendations (Continued)

6. Cadets

"Cadets are superbly qualified, highly motivated, and bring with them impressive academic, athletic, service and leadership accomplishments." (p. 11)

"The self-study report, as well as our inquiries, confirm that the assimilation of women into a 175-year-old all-male military institution has occurred with considerable success but not without a certain number of continuing conflicts, ambiguities and problems." (p. 11)

"We endorse the recommendations of the Board of Visitors, specifically; (1) the assignment of more women to leadership positions at the Academy; (2) more effective use of the Corbin seminars; (3) continue to take strong measures to discourage stereotyping and insensitive behavior which creates a hostile environment for female cadets or minorities; and (4) to assign a senior female officer to address women's issues." (p. 13)

"Every effort should be made to draw women faculty from civilian and military posts to increase the number of women among the community of scholars." (p. 14)

Enclosure 7-5 to Appendix IV

Major Findings and Recommendations (Continued)

7. Faculty and Teaching

"The Academy has dedicated and enthusiastic faculty members who are appreciated by their students." (p. 15)

"Cadets commend not only the intelligence, organization and pedagogical effectiveness of their course instructors, but also endorse their accessibility, personal interest and support, service as counselors and sponsors, and value as model officers." (p. 15)

"The Academy and its Board of Visitors should continue to seek appropriate recognition of the value and importance of faculty assignments to West Point in affecting future career assignments and advancement." (p. 17)

"We recommend consideration for increasing the number of tenured faculty to provide necessary continuity in program development and to share the responsibilities for recruiting, developing, and supervising rotating faculty. Those who excel as permanent associate professors should have opportunities to continue beyond the current restrictions on their service either in a civilian assignment as suggested above or through competitive appointment to an increased number of statutory professorships." (p. 18)

Major Findings and Recommendations (Continued)

8. Academic Computing Services and Information Management

"The dean, Academy leadership and the Academy are to be commended for creating an academic computing atmosphere which encourages personal, instructional and research use of computing capabilities. The decision to standardize hardware and software and to create a separate budget for academic computing are outstanding." (p. 22)

"The Academy administration will have to give particular attention to long-term maintenance needs of the Academy computer systems, including incremental maintenance cost increases and the need for additional staff with increasingly sophisticated training so that the Academy's enthusiasm for integrating computing into the curriculum will not be frustrated." (p. 23)

9. Budgeting and Financial Management

"The U.S. Military Academy has an abiding need for resources to maintain and re-establish an existing infrastructure that is old and in some areas well beyond the time for extensive replacement and repair. The annual budget should provide sufficient funding not only to support the annual recurring maintenance requirements but also to rapidly and systematically reduce to zero the existing backlog of maintenance and repair." (p. 24)

Enclosure 7-7 to Appendix IV

Fellowship Description

OVERVIEW. The West Point Fellowship in Leader Development is a two-year postgraduate program designed specifically to prepare Army officers for service as company tactical officers at the U.S. Military Academy. The first year of the Fellowship is a formal academic program. The second year is a supervised practicum. The Fellowship is taught and administered by the faculty and staff of the U.S. Military Academy.

STUDENTS. The graduate students are carefully selected officers who have completed the first phase of an Army career, including significant leadership positions at platoon and company level in regular Army units. They come from all Army sources of commission and from many different branches of the Army. They are selected by the Commandant of Cadets based on a "whole-person assessment," including military and academic criteria. Students must have outstanding records of military service that demonstrate high potential for leadership and command at higher levels of the Army. They must also show academic potential based on the Graduate Record Examination and their undergraduate records. On the average, students should have GRE scores of 1200 (combined quantitative and verbal) and an undergraduate Cumulative Grade Point Average of 3.0 (on a scale where 4.0 = A, 3.0 = B, etc.).

FACULTY. The faculty consists of career Army officers assigned to the U.S. Military Academy. The majority of the courses are taught by tenured faculty permanently assigned to the Military Academy, all of whom have the Ph.D. degree and considerable experience as educators. The remaining courses are taught by experienced officers assigned to the faculty for three or four years, all of whom hold graduate degrees. Many have a doctorate and others are doctoral candidates. The program is relatively new, but with time we will increase the number of faculty holding a doctorate. Recently, eight additional tenured faculty positions were created for the program. These positions will be filled by faculty holding a doctorate through our normal search process.

CURRICULUM. The curriculum was developed based on a formal needs assessment and a job analysis of the role of the company tactical officer at the Military Academy. Data for the needs assessment and the job analysis came from interviews with serving company tactical officers, their supervisors, others involved in leader development, and from official documents. The company tactical officer is the person most centrally involved in cadet leader development. Tactical officers integrate information from all of the Military Academy's developmental programs including intellectual, military, physical, and moral. They are feedback agents - coaches and counselors - as well as teachers and professional role models. They are responsible for establishing an environment that is not only consistent with the developmental goals set by the Military Academy but also contributes directly

Enclosure 8 to Appendix IV

to cadet development as a leadership laboratory, providing direct experience and the opportunity to learn by observing others.

The curriculum is multidisciplinary, drawing from both the behavioral sciences and the humanities. Educational objectives derived from the major role requirements of the company tactical officer position have guided the selection and development of courses to be taught in the graduate program. The Fellowship has a professional rather than a research emphasis because it prepares officers for professional practice as leader developers, not just at the Military Academy, but also during their later service as leaders in the field Army. The Fellowship also is designed to develop more general educational objectives such as analysis, problem solving, communications, investigation, critical thinking, synthesis, and design. Indirectly, the Fellowship seeks to develop such affective outcomes as commitment to and enthusiasm for learning, curiosity, and self-confidence. Although the courses are very applied because the end is professional practice, applications are derived from a sound body of theory and research-based knowledge. Our program provides the graduate student with experiences that lead to the effective translation of knowledge into action (i.e., we are developing thoughtful practitioners). During the first year, students write extensively and frequently present and defend their ideas in small seminar discussions or formal presentations. They also are assigned to lead seminar meetings to increase communications skills and foster mastery of integrated frameworks. In addition to critical analysis of scientific literature, their written work emphasizes the design of products such as an organizational assessment questionnaire, a group development plan, or classes to be taught to cadets by the company tactical officer that are useful in the professional practice.

In the first year of the Fellowship students take 14 courses during three terms. Each course is worth 3.0 credit hours and grades are assigned using the letters A, B, C, D, F. At the end of the first year students take an oral comprehensive examination designed to assess their ability to integrate and master their formal academic work.

PRACTICUM. During the second year of the Fellowship, students complete a supervised practicum by serving in the role of the company tactical officer for which they have prepared. They are required to submit a written report at the end of the practicum and to present their assessment of the practicum experience orally to the faculty.

THE MASTERS DEGREE. Our plan is to offer the Master of Arts in Leader Development to students who successfully complete the Fellowship. The degree is awarded at the end of the practicum.

Enclosure 8-2 to Appendix IV

"...IF YOUR SONS HAD BEEN COLTS OR CALVES, WE SHOULD HAVE HAD NO DIFFICULTY IN FINDING AND ENGAGING A TRAINER TO PERFECT THEIR NATURAL QUALITIES; AND THIS TRAINER WOULD HAVE BEEN SOME SORT OF HORSE-DEALER OR AGRICULTURALIST. BUT SEEING THAT THEY ARE HUMAN BEINGS, WHOM DO YOU INTEND TO GET AS THEIR INSTRUCTOR? WHO IS THE EXPERT IN PERFECTING THE HUMAN AND SOCIAL QUALITIES?"

SOCRATES TO CALLIAS IN THE APOLOGY

THE LAST DAYS OF SOCRATES, PLATO

Enclosure 8-3 to Appendix IV

Orders, USCC, 1939:

"...perform the duties normally devolving upon a company commander. These will include such inspections of barracks, personnel or records as may be necessary to enforce orders and regulations and required standards of policy and discipline."

Memorandum from BG Bernard W. Rogers,
Commandant of Cadets to the Superintendent, 1969:

"2. A study was made to probe the advantage of graduate school for prospective tactical department officers in view of the following:

c. Keeping in step with modern developments, the role and duties of the Tactical Officer has (sic) been changing from those common to the tactical unit commander to those of the counselor, advisor and teacher requiring vastly more professional skill, academic background and adroit management.

3. In view of the above, it is recommended that:

a. appropriate measures be taken to request and secure validation for all Tactical Department spaces not currently validated for graduate training."

Enclosure 8-5 to Appendix IV

December 1976, Borman Commission Report:

"Tactical officers are integral to the education and training of cadets. They help maintain a supportive environment for academic study, reinforce the Honor Code, maintain institutional standards, enforce military discipline, and evaluate the potential of cadets for future effectiveness as Army officers...these duties are demanding and crucial to the mission of the Academy..." (p. 84)

Enclosure 8-6 to Appendix IV

Final Report of the West Point Study Group, 1977:

"The tactical officer has drifted away from the cadet and cadet development, finding himself constantly involved in his own maze of 'administrivia'...The individual tactical officer does not bear sole blame for his isolation from cadets. The institution has failed to describe his role in clear, operational terms and has failed to give him a clear, coherent statement of purpose... The Tactical Officer is uniquely a focus of cadet development and no part of the institution will function well if the Tactical 'system' functions poorly. (emphasis in original) But the 'system' requires careful selection of the Tactical Officer and procedures to ensure that

- He receives the support of the rest of West Point.
- The structure of the Tactical Staff is supportive.
- He receives adequate orientation.

(pp. 98, 99, 105)

Enclosure 8-7 to Appendix IV

METHODOLOGY

- NEEDS ASSESSMENT
- DEVELOP TAC ROLE DEFINITION
- DEVELOP GRADUATE EDUCATION PROGRAM GOALS
- REVIEW CURRENT GRADUATE SCHOOL PROGRAMS
- DEVELOP USMA CURRICULUM OPTIONS

Enclosure 8-8 to Appendix IV

NEEDS ASSESSMENT PROCESS

PURPOSE: GATHER INFORMATION ABOUT
TAC ROLES

- SEMI-STRUCTURED INTERVIEWS:

 - TACs and RTOs
 - ALL 4 REGIMENTS

- INTERVIEW FORMAT:

 - WHAT ARE THE ROLES?

 - WHAT ARE THE BEHAVIORS?

 - WHAT HELPED PREPARE YOU?

- DOCUMENT REVIEW: USCC PAM 600-1

- VERIFY RESULTS WITH CMDT

Enclosure 8-9 to Appendix IV

NEEDS ASSESSMENT RESULTS

AS A TACTICAL OFFICER, I AM A:

ROLE MODEL

COUNSELOR

TEACHER

DEVELOPER

DISCIPLINARIAN/JUDGE

CLIMATE SETTER

ADMINISTRATOR

COMMANDER

Enclosure 8-10 to Appendix IV

DEFINITION OF COMPANY TACTICAL OFFICER ROLE

- DEVELOP INDIVIDUAL CADETS
TO BE LEADERS OF CHARACTER

- CREATE AN ENVIRONMENT
IN THE CADET COMPANY
WHICH SUPPORTS
INDIVIDUAL DEVELOPMENT

Enclosure 8-11 to Appendix IV

SUMMARY OF RECENT TAC GRADUATE SCHOOL PROGRAMS

AUBURN UNIVERSITY

MASTERS IN COMMUNITY AGENCY COUNSELING
DEVELOPMENTAL & SUPPORTIVE PERSONAL ADJUSTMENT COUNSELING

MASTERS IN COLLEGE STUDENT DEVELOPMENT
POSTSECONDARY STUDENT PERSONNEL SERVICES ADMINISTRATION

UNIVERSITY OF SOUTH CAROLINA
MASTERS IN STUDENT PERSONNEL SERVICES
POSTSECONDARY STUDENT PERSONNEL SERVICES ADMINISTRATION

VILLANOVA UNIVERSITY
MASTERS OF HUMAN ORGANIZATIONAL SCIENCE
ADMINISTRATION IN PUBLIC ORGANIZATIONS

Enclosure 8-12 to Appendix IV

THE WEST POINT FELLOWSHIP IN LEADER DEVELOPMENT

- A two-year postgraduate program to prepare Army officers for service as company tactical officers
- First year is a formal academic curriculum consisting of 3 terms, 14 courses; oral comprehensive exam at end of first year
- Second year is a supervised practicum followed by written and oral report on practicum; degree to be granted to successful students after second year
- Fellowship is essential to accomplishing institutional mission
- Fellowship is a focused graduate program that supports undergraduate education; West Point does not seek to offer other graduate degrees or to become a university
- Fellowship meets institutional need in a unique way
- Need for Masters Degree for Fellowship based on:
 - 1) desire to insure quality through independent external review
 - 2) ability to attract high quality officers to a key institutional position in competition with other options leading to graduate degrees
- Master of Arts in Leader Development; a professional degree rather than a research degree

Enclosure 8-13 to Appendix IV

THE WEST POINT FELLOWSHIP IN LEADER DEVELOPMENT

AY 89-90 ACADEMIC PROGRAM

<i>Summer Term</i>	EN 600	From Idea To Action: Communications for Effective Leading
	PL 600	Foundations of Military Leadership Leading
	PL 610	Research Methods and Assessment
	PL 630	Organizational Socialization and Culture

<i>Fall Term</i>	HI 600	The American Military Experience and the U.S. Military Academy
	PL 620	Motivation Theory and Practice
	PL 621	Leadership and Group Development
	PL 622	Individual Development
	PL 631	Systems Leadership

<i>Spring Term</i>	PY 600	Applied Ethics and the Military Profession
	PL 611	Counseling For Leaders
	PL 612	Learning and Teaching for Leaders
	PL 623	Leadership Theory and Development
	PL 632	Leading Organizations Through Change

Enclosure 8-14 to Appendix IV

EDUCATIONAL OBJECTIVES

1. **DEVELOP INDIVIDUAL CADETS TO BE LEADERS OF CHARACTER.**

A. *Analyze and explain individual performance.*

(PL 600, PL 612, PL 622, PL 623, PY 600)

B. *Plan, supervise, and evaluate individual developmental programs.*

(PL 600, PL 622, PL 623)

C. *Design, conduct, evaluate, and revise individual and group learning experiences.*

(PL 612)

D. *Apply performance appraisal techniques.*

(PL 610)

E. *Apply counseling techniques.*

(PL 611)

F. *Communicate effectively.*

(EN 600, PL 611, all courses.)

Enclosure 8-15 to Appendix IV

EDUCATIONAL OBJECTIVES

2. CREATE AN ENVIRONMENT IN THE CADET COMPANY THAT SUPPORTS INDIVIDUAL DEVELOPMENT.

A. *Understand the role of the USMA in developing leaders of character for the Army throughout its history.*

(HI 600)

B. *Explain the effects of group and organizational phenomena on group development.*

(PL 600, PL 621, PL 622, PL 630, PL 631)

C. *Design and supervise entry and continuing socialization programs for an organization.*

(PL 621, PL 630)

D. *Apply concepts of group development to enhance individual cadet development.*

(PL 621)

E. *Apply assessment techniques to evaluate the effects of group and organizational phenomena on cadet development.*

(PL 632)

F. *Lead organizations through change.*

(PL 632)

G. *Integrate organizational systems to enhance cadet development.*

(PL 600, PL 630)

COURSE SCHEDULE--FALL TERM

<u>Mon.</u>	<u>Tues.</u>	<u>Wed.</u>	<u>Thurs.</u>
PL 621 (0830-1130)	HI 600 (1330-1630)	PL 620 (0830-1130)	PL 631 (0830-1130)
PL 622 (1400-1700)			

PL 621 (0830-1130)	PL 620 (0830-1130)	HI 600 (1330-1630)	PL 631 (0830-1130)
PL 622 (1400-1700)			

COURSE SCHEDULE--SPRING TERM

<u>Mon.</u>	<u>Tues.</u>	<u>Wed.</u>	<u>Thurs.</u>
PL 632 (0800-1100)	PL 611 (0900-1100)	PL623 (0800-1100)	PL 611** (0900-1100)
	PL 612 (1400-1700)		PY 600 (1315-1545)

PL 612 (1400-1700)	PL 632 (0800-1100)	PL 611 (0900-1100)	PL 623 (0800-1100)
			PY 600 (1315-1545)

**PL 611 meets on Fridays (0900-1100) every other week.

Enclosure 8-17 to Appendix IV

BACKGROUND

- **Completed Architectural Engineering Study**
- **Completed Market Studies**
- **Developed Acquisition Plan**
- **Notified Congress and the Public**
- **Formulated Draft Request For Proposals**
- **Determined Developer Interest**

Enclosure 9 to Appendix IV

RESPONSIBILITIES

"The Sponsor"

- **Provide Development Assistance**
 - Engineering Studies and Materials**
 - Market and Feasibility Studies**
 - Environmental Assessment**
 - Historical Documentation**
 - Opinions Concerning Codes, Permits and Taxes**
- **Obtain Public Approvals**
 - Environmental and Historical**
 - DA and DOD**
 - Congressional**
- **Provide Tangible and Intangible Assets (As Further Approved)**
- **Enter into a "Partnership" Relationship**

Enclosure 9-2 to Appendix IV

RESPONSIBILITIES

"The Developer"

- Obtain Financing
- Undertake Design, Demolition, Renovation & Construction as well as the associated quality assurance
- Assume Management and Operational Control
- Enter into a Partnership Relationship with "The Sponsor"

Enclosure 9-3 to Appendix IV

SEQUENCE AND SCHEDULE

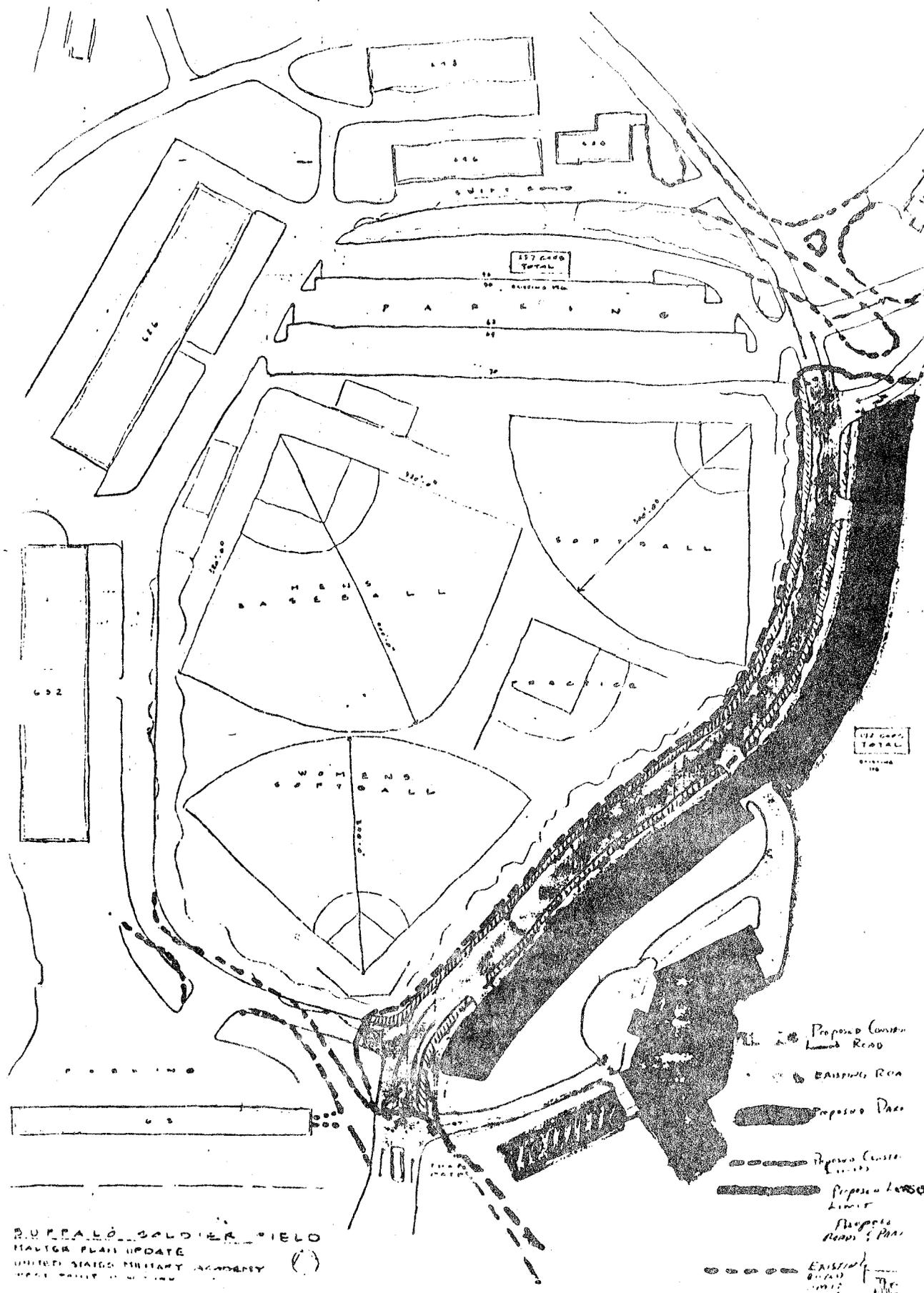
- Phase I - Management and Construction (Oct 89 to Aug 93)
 - Demolition and construction of annex (Phase IA)
 - Renovation of "old" hotel (Phase IB)
 - Renovation of access road and parking (Concurrent)
- Phase II - Management Only (Aug 93 and beyond)

Enclosure 9-4 to Appendix IV

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**
- **A balance of risk and reward**

Enclosure 9-5 to Appendix IV



BUFFALO SOLDIER FIELD
 MASTER PLAN UPDATE
 UNITED STATES MILITARY ACADEMY
 WEST POINT, N.Y.

- Proposed Course
- Existing Road
- Proposed Pace
- Proposed Course
- Proposed Level
- Proposed Road
- Existing Road

ENC 3

ACQUISITION PROCESS

FINAL RFP	MAY 89
TECHNICAL PROPOSALS	JUN 89
REQUEST FOR CLARIFICATION	JUN 89
EVALUATE PROPOSALS	JUL/AUG 89
DEVELOP NEGOTIATION PLAN	SEP 89
FIRST ROUND NEGOTIATIONS	21,22 SEP 89
INTERMEDIATE SINGLE SUBJECT NEGOTIATIONS	ONGOING
SECOND ROUND NEGOTIATIONS	16,17 NOV 89
CONTRACT AWARD	DEC 89, JAN 90
CONSTRUCTION	MAR 90 - 93

Enclosure 9-7 to Appendix IV

ADMISSIONS PRESENTATION

26 OCTOBER 1989

USMA BOARD OF VISITORS

- 1. CLASS OF 1993 PROFILE**
- 2. CLASS OF 1994 STATUS**
- 3. STATUS OF BOV RECOMMENDATION TO REVISE SECTION
4342 (a), TITLE 10, USC**
- 4. 1989-90 ADMISSIONS INITIATIVES**

Enclosure 10 to Appendix IV

PROFILE OF CLASS OF 1993

HIGH SCHOOL CLASS RANK (TOP 20%).....	84%
CLASS VALEDICTORIAN OR SALUTATORIAN.....	16%
NATIONAL HONOR SOCIETY.....	64%
CLASS OR STUDENT BODY PRESIDENT.....	29%
BOYS/GIRLS STATE DELEGATE.....	27%
SCOUTING PARTICIPANTS.....	38%
VARSITY LETTER WINNER.....	90%
VARSITY TEAM CAPTAIN.....	55%

MEAN SCORES-STANDARDIZED TESTS

SAT-V.....	568
SAT-M.....	645
ACT-E.....	25
ACT-M.....	30
ACT-NS.....	29

CLASS OF 1993
CLASS COMPOSITION

CLASS SIZE:	1356
SCHOLARS (20-25%):	350 (25.8%)
LEADERS (20-25%):	283 (20.9%)
ATHLETES (20-25%):	275 (20.3%)
WOMEN (10-15%):	145 (10.7%)
BLACKS (7-9%):	83 (6.1%)
HISPANIC (4-5%):	50 (3.7%)
OTHER (2-3%):	82 (6.0%)
FOREIGN NATIONALS:	11

ADMISSIONS STATUS

AS OF MID OCTOBER

CLASS OF 1994 CLASS OF 1993 CLASS OF 1992

APPLICANTS	9,997	9,985	11,026
a. MEN	8,701	8,790	9,523
b. WOMEN	1,296	1,195	1,503
c. BLACK	823	734	904
d. HISPANIC	474	364	462
e. ATHLETES	2,879	2,847	3,070

INFORMATION PAPER

MAAR-A
October 1989

SUBJECT: Board of Visitors Recommendation to Revise Section 4342 (a), Title 10, United States Code

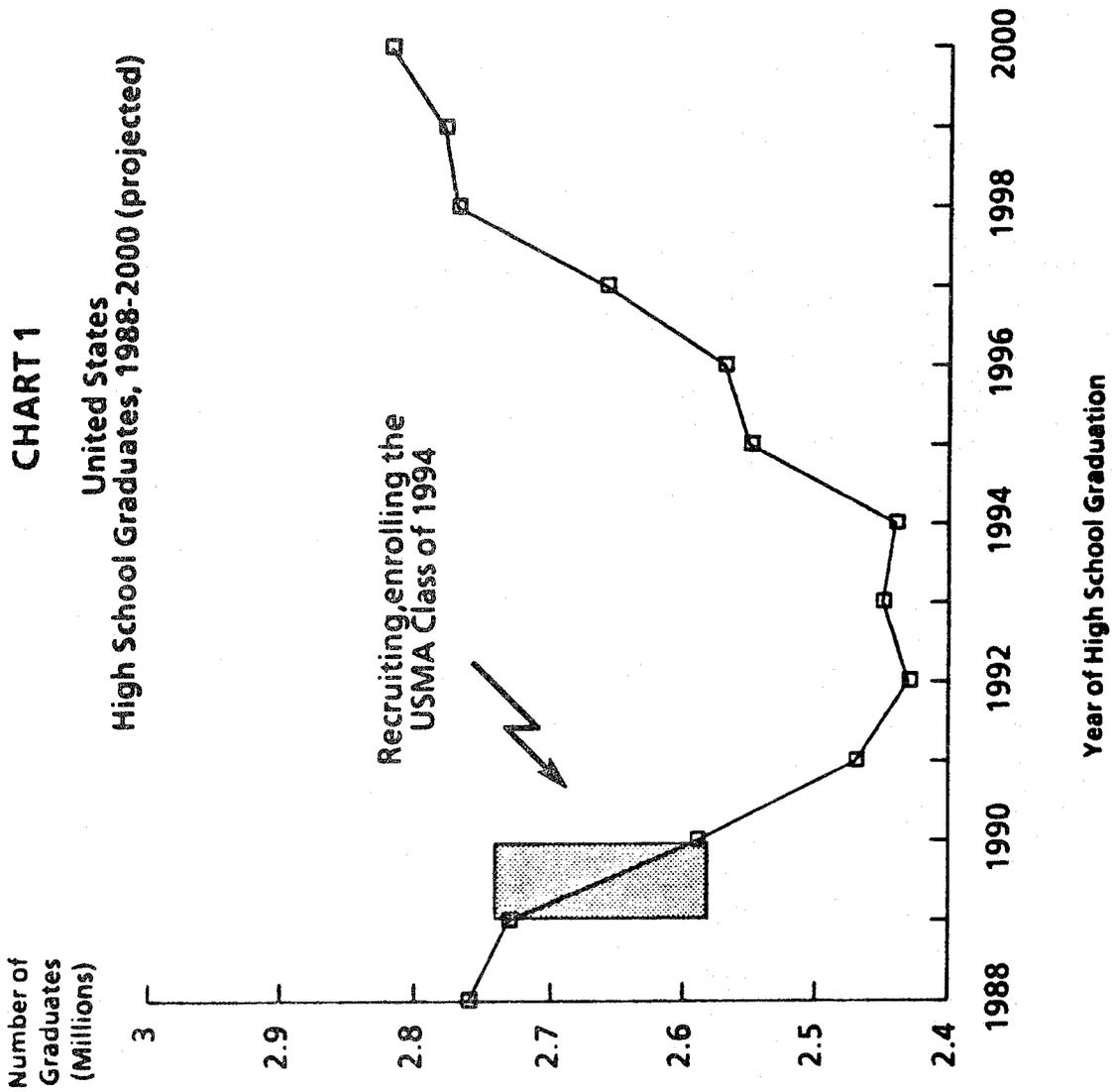
TO: USMA Board of Visitors

PURPOSE: To update the Board of Visitors about the status of its recommendation to revise Section 4342 (a), title 10, USC pertaining to methods of nomination.

FACTS:

1. USMA concurs with the recommendation.
2. The 1988 Blue Ribbon Panel report on Admissions made a similar recommendation.
3. The Board of Visitors concurs with the recommendation (Report of the 1988 Board of Visitors -7B4). The recommendation was discussed at the 1989 Conference of Academy Superintendents (24-27 April 1989). Consensus support for the proposed legislation was achieved.
4. USMA has forwarded the proposed revision to Headquarters, Department of the Army.
5. The Office of Congressional Legislative Liaison (OCLL) is formally staffing the proposal with the Departments of the Air Force and Navy.

Enclosure 10-5 to Appendix IV



Enclosure 10-6 to Appendix IV

MAJOR INITIATIVES

- **Larger Educator/Congressional Visits**
- **Expanded CPRC**
 - * **Thanksgiving**
 - * **Graduation Week**
 - * **Special Trips**
 - * **Support of Educator/Congressional Visits**
- **High School "Spotlight" Program**
- **Minority Recruiting**
 - * **Army Input to USMAPS**
 - * **Commercial Advertising**
 - * **PSAT Follow-Up**
- **Fund Visits to USMA -- Disadvantaged Students**
- **Recruiter Credit for USMA Referrals**
- **Staffing**

Enclosure 10-7 to Appendix IV

COLONIAL LEAGUE

BUCKNELL

COLGATE

FORDHAM

HOLY CROSS

LAFAYETTE

LEHIGH

USMA

Enclosure 11 to Appendix IV

COLONIAL LEAGUE PRECEPTS

1. **ATHLETES** will first and always be **STUDENTS**.
2. Member institutional **PRESIDENTS** will run their athletic programs, and will meet regularly to run the league.
3. Even in the pursuit of academic excellence, intercollegiate athletics can be emphasized rather than de-emphasized.
4. Financial support for students should be need-based rather than a function of athletic skill.

Enclosure 11-2 to Appendix IV

COLONIAL LEAGUE SPORTS

MEN

Baseball *
Basketball
Cross Country
Football *
Golf
Lacrosse
Soccer
Swimming
Tennis
Track, indoor
Track, outdoor

WOMEN

Basketball
Cross Country
Field Hockey ***
Lacrosse **
Softball
Swimming
Tennis
Track, indoor
Track, outdoor
Volleyball

21 Sports

Possible addition: Women's Soccer

Army will compete in 17 (18 if W. Soccer is added).

* Army will not compete in the Colonial League in football (Div I-A independent) and baseball (Eastern Intercollegiate Baseball League).

** Army's women's lacrosse team is a club sport, not intercollegiate.

*** There is no field hockey team or club at West Point.

Enclosure 11-3 to Appendix IV

CURRENT ISSUES

- 1. Transition of new members.**
- 2. Colonial-Ivy Relations.**
- 3. Start-up of League Office.**
- 4. Name.**

Enclosure 11-4 to Appendix IV



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

April 10, 1989

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 1989 United States Military Academy Board of Visitors.

MR. WILLIAM D. MOUNGER, Chairman
MR. MICHAEL W. GREBE, Vice Chairman
BG (RET) GEORGE B. PRICE, Member
SENATOR RICHARD C. SHELBY, Member
REPRESENTATIVE HAMILTON FISH, JR., Member
REPRESENTATIVE BILL LOWERY, Member
REPRESENTATIVE GREG LAUGHLIN, Member

The members of the Executive Committee shall serve for a period commencing with their appointment until their reappointment or the appointment of their 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.


MICHAEL J. SHESTOK
LTC, GS
Executive Secretary

Appendix V

MATERIALS FURNISHED TO THE BOARD OF VISITORS

1968 BOV REPORT

RULES OF THE BOARD OF VISITORS

MINUTES OF THE ORGANIZATIONAL MEETING

MINUTES OF THE SUMMER MEETING

FINAL REPORT OF THE SPECIAL COMMISSION OF THE CHIEF OF STAFF
ON THE HONOR CODE AND HONOR SYSTEM AT THE UNITED STATES
MILITARY ACADEMY

Appendix VI