



**UNITED
STATES
MILITARY
ACADEMY**

WEST POINT, NEW YORK

**REPORT
of the
1990
BOARD OF VISITORS**

DUTY

HONOR

COUNTRY

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

November 21, 1990

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.



DOPS

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

S: 22 February 1991

MASP-XO

28 January 1991

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Report of the 1990 Board of Visitors (BOV)

1. A copy of Annual Report of the BOV is provided as the enclosure. USMA is to provide written responses to each recommendation to the Board of Visitors in 1991.
2. The specific recommendations are on pages 4-10 of the Report. Activity responsibility for the USMA response to each recommendation is assigned in paragraph 3 below. Even though final resolution of the recommendation may be beyond USMA's capability, USMA input is still required. The format for response is found on pages 12-15 of the Report. Responses are to be submitted to the Executive Secretary by 22 February.
3. Responsibility:

RECOMMENDATION

ACTION

- | | |
|---|---------------------|
| 1. Honor Code and Honor System | Executive Secretary |
| 2. Enrichment Program | OLDI |
| 3. Fourth Class System | OLDI |
| 4. Civilian Faculty Pay Scale | Dean |
| 5. Eisenhower Fellowship in Leader Development | Dean |
| 6. Active Duty Service Obligation | OIR |
| 7. Optimal Size of the Academy | OIR |
| 8. Bicentennial Facilities Plan | EAI |
| 9. Review of BOV by OSD | Executive Secretary |
| 10. Reserve Commissions for Service Academy Graduates | OIR |

MASP-XO

SUBJECT: Report of the 1990 Board of Visitors (BOV)

4. USMA is required to update the Board of Visitors in 1991 on the following issues:

<u>ISSUE</u>	<u>ACTION</u>
Cadet Leader Development System	Commandant
Enrichment Program	OLDI

Action agencies listed above should plan now to update these topics at the Board's Summer Meeting, July/August 1991.

5. POC for Board of Visitors is MAJ Furr, 4200/4609 or Miss Melville, at 5078



STEPHEN R. FURR
MAJ, GS
Executive Secretary
Board of Visitors

Encl

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Report
of the 1990 Board of Visitors
United States Military Academy

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ANNUAL REPORT OF THE BOARD OF VISITORS
OF THE
UNITED STATES MILITARY ACADEMY
West Point, New York, November 21, 1990

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

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)

Mrs. Sally McKenzie, 4517 Beverly Drive, Dallas, Texas
(Appointed in 1990 to serve through 1992)

Mr. John H. Lindsey, Lindsey Insurance Company,
Houston, Texas
(Appointed in 1990 to serve through 1992)

There is one Presidential position vacant.

3. EXECUTIVE SECRETARY. Lieutenant Colonel Robert M. Currey, Secretary of the General Staff, USMA, served as the Executive Secretary to the Board from 1 January through 31 May 1990. Major Stephen R. Furr, Executive Officer/Secretary of the General Staff, USMA, served as the Executive Secretary to the Board from 1 June through 31 December 1990.

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 1990. Continuing a pattern of several years, the 1990 Board of Visitors held three meetings during the year. The first, an organizational meeting, was held in Washington, DC on 27 April 1990. A summer meeting was held at West Point, 20 and 21 July 1990. The required annual meeting of the Board was held at West Point, 20-22 September 1990.

b. 27 April 1990, Washington, DC. The organizational meeting of the 1990 Board was held in the Russell Senate Office Building and was attended by three Presidential appointees, three members from the House of Representatives and three members from the Senate. Quorum (6 members including one from Congress) was achieved. Mr. Grebe was elected Chairman and Mr. Laughlin, Vice Chairman. Mr. Grebe appointed members of the Executive Committee in addition to the Chairman and Vice Chairman: Representatives Fish and Lowery, Senator Burns, Mr. Dawson and Mr. Meese. The Board selected meeting dates for two more meetings during the year. Summarized minutes for this meeting are at Appendix II.

c. 20-21 July 1990, West Point, NY. The summer meeting at West Point was attended by four Presidential appointees and three members of Congress. During the meeting, the Board received a report from General Palmer concerning the general status of the Academy and received reports concerning the optimal size of the Academy, the active duty

service obligation of graduates, pay scales for civilian faculty, the Eisenhower Fellowship in Leader Development, physical plant development and the Academy's bicentennial plan. The Board adopted formal resolutions concerning the optimal size of the Academy, active duty service obligation, civilian faculty pay scales and the Eisenhower Fellowship Program. In addition, the Board received an update on three institutional reviews conducted by the Academy, concerning the honor code, the enrichment program and the fourth class system. Summarized minutes for this meeting are at Appendix III. This meeting was open to the public.

d. 20-22 September 1990, West Point, NY. The annual meeting of the 1990 USMA Board of Visitors was held, in accordance with provisions of Section 4355(d) of Title 10, United States Code, at West Point. The meeting was attended by four Presidential Appointees and three members of Congress. During the meeting the Board received a briefing from the Academy concerning the Class of 1994, including a presentation from the Director of Admissions concerning the class profile and a report concerning attrition during the plebe year. Summarized minutes for this meeting are at Appendix IV. The meeting was open to the public.

7. CONCLUSIONS AND RECOMMENDATIONS.

a. General Conclusions.

The United States Military Academy is in its 188th year, as well as the fifth year of the superintendency of Lieutenant General Dave R. Palmer. As the Academy nears the bicentennial of its founding in 2002, the Board of Visitors is pleased to report that the Academy is effectively and efficiently fulfilling its mission. West Point provides exceptional value to the citizens of the United States in preparing young men and women for military careers and providing our nation with leaders of character who serve the common defense.

To a significant extent, the success of the Academy in fulfilling its mission is directly attributable to the outstanding leadership of General Dave Palmer. The Board is impressed with his strong and dedicated leadership and his vision for the future.

During 1990 two important leaders of the Academy left their positions. Brigadier General Roy K. Flint, a former Dean of the Academic Board, retired with the everlasting gratitude of everyone associated with the Academy. Dean Flint implemented major changes in the academic departments and served admirably and effectively as the leader of the Academy's programs. He will be remembered and missed.

Major General Fred A. Gorden left his position as Commandant of Cadets to become the Commanding General of the 25th Infantry Division. During his tenure as Commandant, General Gorden strengthened leadership development programs for the Corps of Cadets and has added immeasurably to heightened standards for physical education and military science programs at the Academy.

The Board is pleased to welcome Brigadier General Gerald E. Galloway, Jr., as the new Dean of the Academic Board, and Brigadier General David A. Bramlett as the new Commandant of Cadets. We are impressed with their enthusiasm and dedication to the Academy and the Board wishes both of them well in their new positions.

Each year the Board reviews the responses of the Academy to the previous Board's recommendations. The Board accepts the Academy's responses without reservation, except for a portion of the response pertaining to the Honor Code and Honor System, which is discussed in paragraph 7(b)(1), below, and these are noted in Appendix I.

In addition to the subjects specifically covered by the Board in this report, it received extensive updates and briefings concerning the cadet physical development program, the physical plant development program, and attrition in the Class of 1994.

b. Specific Conclusions and Recommendations.

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

The Board received an extensive brief concerning three recent studies of the honor code and honor system, conducted by the "Posvar" Commission, the USMA Honor Action Committee (comprised of members of the staff, faculty and student body), and the Cadet Honor Committee, respectively. A summary of the respective findings and recommendations of the three review groups was presented to the Board, which noted, once again, the comprehensive nature of the studies and the congruence of findings and recommendations. The Board notes that these findings and recommendations will strengthen the code and system and will tend to make the code more rigorous.

The Board received a final report concerning the recommendations produced by the three studies, a few of which were not implemented by the Department of the Army. In almost all cases, however, the recommendations have been approved by the Academy and, where appropriate, the Department of the Army. The Board is particularly gratified to note the support of the student body for the proposed

changes and the prompt implementation of the approved recommendations by the Academy.

The Board specifically reviewed one recommendation of the Posvar Commission concerning the appointment of a separate group to consult with the Superintendent and the Academy on ethics and other matters. This recommendation had been reviewed by the Superintendent and was ultimately disapproved by the Chief of Staff of the Army, at least in part because of a view that such a consultant group would be redundant, in view of the existence of the Board of Visitors. The Chief of Staff has suggested, however, that the Board may consider retaining the services of an individual consultant to advise the Board with respect to ethics.

RECOMMENDATION: The Board concurs with the decision of the Chief of Staff in disapproving the recommendation of the Posvar Commission. As requested by the Chief of Staff the Board has considered retaining the services of a consultant to advise the Board with respect to ethics and has determined that such a consultant is not needed at this time.

(2) TOPIC: Enrichment Program.

The Board received a briefing concerning the enrichment program and the concepts embodied therein. This program is designed to optimize the developmental experience of cadets and insure that the best possible use is being made of cadet time. In order to meet the varying needs and abilities of individual cadets, the concept of a "baseline" has been established, which sets fundamental requirements in each of the three principal areas of endeavor--academic, military and physical. Enrichment programs involve development beyond the baseline, but are contingent upon baseline requirements being met by each cadet. Enrichment opportunities are made available to be selected by cadets in all three areas.

RECOMMENDATION: The Board is gratified to note the extent of cadet participation in Project Enrichment during the summer of 1990. However, in view of the newness of the Program, the Board urges the staff and faculty to continue close monitoring of the program and requests an update during the Board's 1991 meetings.

(3) TOPIC: Fourth Class System.

The Board received a report concerning three separate reviews of the fourth class system which were commissioned by the Superintendent and conducted by the Class of 1990, the Association of Graduates, and the USMA

staff and faculty, respectively. The Superintendent, the Commandant, the Director of Leader Development and the Special Assistant for Strategic Planning all reviewed the three reports and approved preliminary adjustments to the fourth class system for cadet basic training in 1990. These changes were reviewed for the benefit of the Board. The USMA Policy Board also recommended to the Superintendent several revisions to the fourth class system for implementation during the 1990-91 academic year. The Board has been advised that these recommendations have, in fact, been implemented.

RECOMMENDATION: The Board agrees that the adoption of a four-year developmental system will be much more comprehensive than the "old" fourth class system and there is consensus among the Board that the fourth class system focused disproportionate attention on freshman cadets at the expense of the upper three classes. Based on presentations received from members of the staff and faculty, the Board concludes that the proposed changes should inhibit demeaning and humiliating treatment of subordinates and foster responsibility and maturity in upperclassmen, while continuing to insure that the West Point experience is tough and challenging for all cadets. We particularly commend the new system of leadership development, which emphasizes increasing responsibility in the command structure as the cadet advances during each of the upper three years. In light of the fact that changes have been made in an area of long-standing tradition, however, the Board urges the staff and faculty to monitor these changes as closely as possible and requests a detailed report on the four-class leadership development program during its 1991 meetings.

(4) TOPIC: Civilian Faculty Pay Scale.

The Board studied the existing situation with respect to the pay scales for civilian faculty at the Academy and received a briefing from the Dean concerning the need for legislation which would permit the Department of the Army to compensate civilian faculty members at USMA at a rate competitive with the United States Naval Academy and other institutions of higher learning.

RECOMMENDATION: In order to recruit and retain qualified civilian members of the faculty, the Academy must offer a competitive compensation package. At the present time, civilian faculty members at USMA are employed under the general schedule provisions of the Federal Service (Title 5) and the general schedule provisions do not permit such a competitive compensation package. Accordingly, the Board has formally adopted a resolution and hereby confirms its strong recommendation that Section 1, Chapter 403, Title 10, United States Code, should be amended to authorize the

Secretary of the Army to employ civilian faculty at USMA with such compensation and perquisites as the Secretary may prescribe.

(5) TOPIC: Eisenhower Fellowship in Leader Development.

The Board received a briefing concerning the Eisenhower Fellowship Program, which essentially constituted an update of briefings which have been considered during previous years. The program was developed in order to meet the special educational needs of USMA tactical officers and is unique to the Academy. The program has received the strong endorsement of the United States Department of Education and from the visiting team of the Academy's academic accreditation association. In addition, the 1989 Board of Visitors concluded that the Eisenhower program is "one of the most significant and beneficial initiatives taken in recent years" and applauded the "quality and rigor" of the program. The 1989 Board also recommended that the Department of the Army seek passage of legislation which would authorize the Superintendent to award graduates of the program with the degree of Master of Arts in Leader Development.

RECOMMENDATION: The 1990 Board notes with considerable disappointment that enabling legislation has not yet been adopted and strongly recommends that USMA should be authorized by appropriate legislation to grant a master of arts degree to graduates of Dwight David Eisenhower Program of Graduate Studies in Leader Development.

(6) TOPIC: Active Duty Service Obligation.

The Board was apprised of a change in Title 10, United States Code, which will extend the active duty service obligation for Academy graduates, beginning with the Academy class of 1996, from five to six years. This change does not affect the total period of obligated service (active and reserve), which remains at eight years. The Board believes that the perceived need for such legislation, which presumably reflects aviator retention problems in the Air Force and Navy, should not apply to the Army and USMA. An extended service obligation is a serious detriment to quality recruitment. The Board is convinced the extended service obligation will reduce the number of applicants to the Academy at the time when competition for highly qualified students is increasing.

The Board believes that the extension of the active duty service obligation will complicate the enormous challenge of shaping the current Army into one that is

smaller and fully combat ready, with balanced demographic representation and the highest quality leadership. The Board also believes that graduates of the Academy should serve in the military for a sufficient time in order to satisfy the demands of both active and reserve force structures.

RECOMMENDATION: The Board has formally adopted a resolution and hereby confirms its strong recommendation that the laws affecting active duty service obligations of Academy graduates be amended to require a total commitment of eight years of service, with a minimum of four years of active duty and the balance to be served at the call of the Secretary of the Army and reserve components.

(7) TOPIC: Optimal Size of the Academy.

At the request of the Secretary of the Army, the Board engaged in an extensive review concerning the optimal size of the Academy, given recent and unprecedented improvements in international relations which appear to provide the opportunity for significant reductions in the size of the armed force. The Board strongly believes that such reductions in the size of the armed forces must not be achieved at the expense of inhibiting their deterrent capabilities and notes that commissioned officers who are the future leaders of the Army must be of the highest quality in order to properly organize, equip, train and inspire the soldiers entrusted to their leadership. In that connection, the Board believes that the Army must maintain the viability of all of its sources of commissioned officers in order to meet contingencies, satisfy special requirements, provide opportunities for minority citizens, achieve flexibility in sustaining the force structure and provide the highest quality officer leaders for the active and reserve components. Based on studies by the 1988 and 1989 Boards, the Board also is convinced that the cost of our society of procuring officers for the Army from ROTC and USMA are comparable. The Board also believes that any cost savings resulting from a decrease in the size of the Corps of Cadets would be so minimal that such a reduction is unwarranted.

RECOMMENDATION: In light of the retention rates and level of performance of Academy graduates, the Board has formally adopted a resolution and hereby confirms its strong recommendation that the Academy should continue to operate at its current capacity under law and that West Point graduates should continue to be commissioned as officers in the regular Army at current levels, in order to sustain the highest quality officer corps for the Army.

(8) TOPIC: Bicentennial Facilities Plan.

For the third consecutive year, the Board received a briefing concerning the bicentennial plan, which provides a strategic framework for the development of West Point's facilities for the future. The plan contemplates a system of land use zones encompassing all of the Academy's 16,000 acres, including a cadet zone, centered on the Plain and including those facilities used daily by most cadets; a cadet support zone, which contains facilities used by cadets, but not necessarily on a daily basis and which includes fields and facilities needed for intercollegiate sports, such as football, lacrosse, hockey, basketball, baseball and softball, which engender high public interest; a community support zone, including family housing, commercial retail facilities, etc.; and an industrial, field training and recreation zone, accommodating facilities requiring large acreage, those with safety limitation and those involving heavy trucking and/or noise.

RECOMMENDATION: The Board concurs with the land use planning concepts embodied in the bicentennial facilities plan and recommends continued implementation of the plan's features, including the continued relocation of intercollegiate sports facilities from the area of the Plain to the cadet support zone.

(9) TOPIC: Review of the Board of Visitors by the Office of the Secretary of Defense.

On 14 June 1990, a representative of the Office of the Secretary of Defense, accompanied by a representative of Department of Army, conducted a review of the USMA Board of Visitors. The report indicated that the Board is being operated and managed in a highly professional manner in accordance with the Federal Advisory Act and policies and procedures of the Department of Defense. However, the report did note one relatively minor exception which requires follow-up by the Board. Specifically, the report noted that the Board should formally appoint a designated federal official for the committee, in accordance with federal law, which requires such an officer to perform monitoring functions as set forth in the Federal Advisory Committee Act.

RECOMMENDATION: The Board recommends the appointment of the Executive Secretary of the Board as its designated federal official.

(10) TOPIC: Reserve Commissions for Service Academy Graduates.

The Board is very concerned about the possible impact of a provision of the 1991 Defense Authorization Act as passed by the United States Senate. This proposal suggests that all future graduates of the service academies not be guaranteed regular officer commissions but only reserve commissions.

The Board believes enactment of this provision will reduce the quality of applicants to the Military Academy and the other service academies and will reverse a proven policy and tradition in practice since the founding of the Academy.

RECOMMENDATION: We strongly recommend that Department of Defense and the House of Representatives oppose enactment of such a provision.

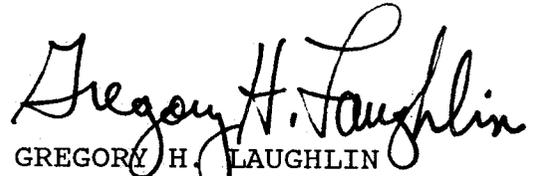
1990 USMA BOARD OF VISITORS



MICHAEL W. GREBE
Chairman
USMA Board of Visitors



EDWIN MEESE III
Distinguished Fellow
Heritage Foundation
Washington, DC



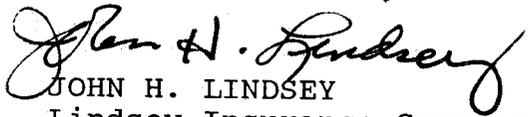
GREGORY H. LAUGHLIN
United States House
of Representatives



SALLY MCKENZIE
Dallas, Texas



HAMILTON FISH, JR.
United States House
of Representatives



JOHN H. LINDSEY
Lindsey Insurance Company
Houston, Texas



GEORGE W. DARDEN
United States House
of Representatives

LIST OF ACTIONS TAKEN IN RESPONSE TO 1989 RECOMMENDATIONS
BOARD. As of 21 September 1990

Title and Date of Report: United States Military
Report of the Board of Visitors, 31 December 1989.

Name of Advisory Committee: Board of Visitors,
West Point Military Academy.

Recommendations and Academy Response: During the
past year, the following actions were taken in response to
the 1989 recommendations of the Board:

TOPIC: The Honor Code and Honor System

RECOMMENDATION: The Academy should continue to consider
implementation of the recommendations produced by all three
honor reviews: Posvar Commission, USMA Honor Actions
Committee, and Cadet Honor Committee. Department of the
Army is encouraged to speedily consider those recommenda-
tions that require its action. The Board recommends
implementation of all proposals enjoying cadet support.

USMA RESPONSE: The Academy continues to review the
Honor Code and Honor System. The Superintendent's Honor
Review Commission is studying a variety of Honor Code and
Honor System issues. Additionally, a separate group studied
the implications of increased automation capabilities as it
affects the Honor Code. This group made recommendations
which will affect the standards for documentation of
homework. Both the Army and the Academy speedily pursued
implementation of the recommendations of previous
committees. Dr. Posvar was briefed by the Chief of Staff
of the Army on the implementation of his commission's
recommendations in August 1990. Of the 25 recommendations,
22 were approved and implemented; 3 were not approved for
implementation. The Board of Visitors is considering the
retention of a consultant to the Board in ethics and other
matters.

TOPIC: Memorialization and Memorialization Guidelines

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.

USMA RESPONSE: The Academy continues to adhere and refine its guidelines for memorialization. The Museum Historical Memorialization Committee presented recommendations for refinement of existing guidelines to the Academy leadership in May and June. Department of the Army concurred with and supports the Academy's guidelines and policies.

TOPIC: ACTIVE DUTY SERVICE OBLIGATION (ADSO)

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.

USMA RESPONSE: The National Defense Authorization Act for Fiscal Year 1990 increased the ADSO from five to six years for all Service Academy graduates beginning with the Class of 1996 (which enters in 1992). Both the Academy and Department of the Army oppose any further increase and suggest a more productive alternative would be to require four years active service followed by four years of duty in the reserve components. This recognizes the Army's active force structure and the increased importance and reliance of reserve components in the future. Legislation has been proposed which would return the ADSO to five years and other legislation proposed which would implement the four year ADSO. These issues are pending before Congress.

TOPIC: Four Sources of Commissioning

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.

USMA RESPONSE: Department of the Army concurred with the recommendation of the Board. In the projections of force structure reductions, the requirements for high quality officers from each of the four sources of commissioning have been evaluated.

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

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 [Military Construction, Army] funding be approved to execute the Academy's Bicentennial Plan.

USMA RESPONSE: The Academy has taken the following actions:

- a. Verified and documented the problem.
- b. Reevaluated the annual recurring requirement for funding for facilities maintenance.
- c. Presented the problem to Department of the Army. In March 1990, the Academy was advised that an increase of funding of 172 million dollars was included for West Point for the program years 1992-97. Department of the Army Engineer Staff provided tremendous support of identified requirements and notified the Academy in September 1990, they intend to fully fund the Academy's engineer account. For FY91 this is slightly over 56 million dollars. The first increments of the FY 92-97 increases are protected from significant cuts.

TOPIC: The Fellowship in Leader Development

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.

USMA RESPONSE: The Academy continues to develop the excellence of the Fellowship in Leader Development. 1990 saw the first four officers successfully complete the Fellowship Program. Currently, 26 officers are enrolled

in two classes of the Fellowship Program. The Academy expects 11 will complete the requirements of the Fellowship in 1991, and 15 will complete the requirements in 1992. Thereafter, 15 officers a year will complete the course of instruction. The Fellowship program was formally renamed the Dwight D. Eisenhower Fellowship in Leader Development in May 1990, the centennial year of his birth.. This recognizes President Eisenhower's crucial role in leadership instruction at the Academy. Departments of the Army and Defense proposed amending legislation in the FY91 National Defense Authorizations Act to enable the Academy to confer a Master's Degree in Leader Development. This proposed legislation did not pass through either the Senate or House Armed Services Committees.

SUMMARIZED MINUTES
1990 BOARD OF VISITORS
ORGANIZATIONAL MEETING
APRIL 27, 1990
WASHINGTON, D.C.

1. MEETING CONVENED AND AGENDA ADOPTED. The Organizational Meeting of the 1990 USMA Board of Visitors was called to order by Mr. Michael Grebe, Acting Chairman, at 9:30 a.m., April 27, 1990, in Room 188 of the Senate Russell Office Building, Washington, D.C. Board members present were: Mr. Michael Grebe, Chairman; Mr. Rhett D. Dawson; Mrs. Sally McKenzie; Representative Hamilton Fish, Jr.; Representative William D. Lowery; Representative Greg Laughlin; Senator Richard C. Shelby; Senator Harry M. Reid, and Senator Conrad Burns. Also present were: Mr. Richard Patrick, representing Representative George Darden; Mr. Tom Merriweather, representing Senator Richard Shelby, and Mr. David Chartier, representing Senator Harry M. Reid. Also present were: Lieutenant General Dave R. Palmer, Superintendent; Lieutenant Colonel Robert M. Currey, Executive Secretary; Major Stephen R. Furr, Executive Secretary Designate; Captain Adele Beck, Chief of USMA Protocol; Lieutenant Colonel Joe Austin, Office of Congressional Legislative Liaison; and Mr. Julius Collins, Audio Visual Technician

2. OPENING COMMENTS AND INTRODUCTION OF THE AGENDA. Mr. Grebe, as Acting Chairman, welcomed the attendees and moved to consideration of the agenda at Enclosure 1. The first order of business was the election of a new Chairman and Vice-Chairman for 1990. Congressman Hamilton Fish, Jr., nominated Mr. Grebe as Chairman. The nomination was seconded by Senator Burns and approved by unanimous vote of members present. Congressman Fish then nominated Congressman Laughlin as Vice-Chairman of the Board. The nomination was seconded by Senator Burns and unanimously approved by the members present.

a. The Chairman then nominated for approval the following members of the Board as members of the Executive Committee:

Mr. Grebe, Chairman
Congressman Laughlin, ex officio, as Vice-Chairman
Mr. Dawson
Mr. Meese
Congressman Lowery
Congressman Fish
Senator Burns

Representative Fish moved the nominations be approved. The motion was seconded by Senator Burns and approved by the members.

3. REMARKS BY THE SUPERINTENDENT: The Chairman called upon the Superintendent for his remarks. General Palmer reviewed the recent Congressional hearings; the Active Duty Service Obligation issue; the Fourth Class System review currently in progress; the repair and maintenance of USMA facilities; the selection of Brigadier General Bramlett as the new Commandant of Cadets, Mr. Al Vanderbush as the new Director of Intercollegiate Athletics, and the selection of Colonel Galloway as the new Dean of the Academic Board; and the selection of USMA cadets as Rhodes and Marshall Scholars.

4. BRIEFING ON USMA UPDATE: The Board was briefed by Lieutenant Colonel Currey using the slides at Enclosure 2.

5. MEETING FORMAT AND SCHEDULE FOR 1990. The Board next considered the suggested meeting dates for the 1990 Board of Visitors, particularly the summer meeting and the annual meeting. The Chairman noted the meeting dates suggested by USMA (at Enclosure 3) and opened the issue for discussion.

a. Senator Reid remarked that the scheduling of the Board of Visitors meetings at West Point during the week often precluded Members of Congress from attending; particularly members of the Senate. He suggested that a more practicable solution would be to hold the meetings at USMA over the weekends and recommended that the Board consider at least one weekend meeting per year when adopting its schedule (Note: Senator Burns concurred with the recommendation of Senator Reid).

b. The Superintendent indicated that USMA could and would support whatever meetings were desired by the Board.

c. The Board, following further discussion, agreed upon the following dates; July 20, 21 and 22 for the Summer Meeting at West Point; September 21, 22, and 23 for the Annual Meeting at West Point.

6. TOPICS OF INTEREST FOR THE 1990 MEETINGS: The Chairman called the Board's attention to the suggested topics at Enclosure 4 for consideration by the 1990 Board of Visitors. The following topics were agreed upon:

Institutional Reviews

Honor Reviews

Enrichment Program

Fourth Class System Review

Cadet Physical Conditioning and Development
Issues before Congress

Civilian Faculty Pay Scales
Fellowship in Leader Development
Active Duty Service Obligation

USMA and A Shrinking Army

Housing Needs and Initiatives

Physical Plant Development Program

Other topics as deemed appropriate by the Board at a later date.

7. VISIT BY THE HONORABLE MICHAEL P. STONE, SECRETARY OF THE ARMY. The Chairman was pleased to recognize the arrival of the Honorable Michael P. W. Stone, Secretary of the Army, and Mr. Milton Hamilton, his Administrative Assistant. The Chairman then asked Mr. Stone for his comments.

a. The Secretary discussed analysis of force structure reductions in the U.S. Army noting, while none of the figures presented were firm, the emphasis in reductions would appear to be in the area of 25 percent to 33 percent over the next seven years. He reviewed what he called the three S's of Force Reduction -- size, slope, and speed. He estimated the size of the Army by 1997 to be 580,000; the current slope of reduction is modest but will become steeper in 1991 and steeper and more stable from 1992 onward; that current reductions, while small, could be expected to be at or near 35,000 a year for the years 1992-1997.

b. Mr. Stone stated this analysis was important as a preface to three points he wished to stress. These were:

(1) By 1991 the Army will not have a single procurement program in excess of 1 billion dollars. The Army was most sensitive in its personnel accounts and would continue to emphasize quality in personnel.

(2) Over the past years, the Army infrastructure had degraded. This was readily apparent when considering the consistent increase of backlog, repair, and maintenance (BRM) costs over the past years. Traditionally, when confronted with budget decisions, the Army had deferred required maintenance and repair of facilities and infrastructure to meet mission costs. He stated new guidance to Army commanders required consideration of BRM funding in all command budgets. It was the intent of the Army leadership to improve the quality of real assets available to the Army.

(3) Mr. Stone concluded this portion of his remarks by saying the current quality of the Army's force is extraordinarily high and that the goal of the Army leadership

was to maintain the appropriate quality of the Army's human resources.

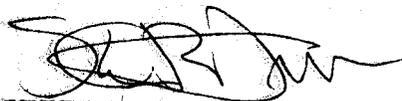
c. Mr. Stone then stressed that he and the Army leadership view the work of the USMA Board of Visitors as extremely important. He stated one of the issues to come out of Senator Glenn's subcommittee hearings was a concern on the oversight and involvement by the Board of Visitors and the Army leadership with USMA. He stated that it was his intention to have at least one meeting per quarter with the Superintendent; the new ASA (M&RA), Mr. Wincup, would head a small informal group of uniform and civilian personnel to deal with USMA issues within the Army leadership. He urged the BOV to expand their oversight role and suggested the following areas:

(1) A follow-up in 1991 on the Posvar Honor Review Commission recommendations.

(2) The implementation of the Fellowship in Leader Development.

He concluded by thanking the members of the Board for their work and wished them a successful year. The Chairman thanked Mr. Stone for his time and interest and stated that the Board would certainly consider his recommendations.

8. ADJOURNMENT: The Chairman then inquired if there were any items of business for the Board to consider; there being none he requested a move for adjournment, the motion was made, seconded and approved. The meeting adjourned at 11:58 a.m.



STEPHEN R. FURR
Major, U.S. Army
Executive Secretary
USMA Board of Visitors



MICHAEL W. GREBE
Chairman
1990 USMA Board of Visitors

Enclosures

AGENDA
USMA BOARD OF VISITORS
9:00 A.M., FRIDAY, APRIL 27, 1989
Room 188, Senate Russell Building

Administrative Remarks and Introduction of Members	LTC Currey
Opening Comments and Introduction of Agenda	Mr. Grebe
Election of Officers	Mr. Grebe
Selection of Executive Committee	Mr. Grebe
Remarks by Superintendent	General Palmer
Response by Chairman	Mr. Grebe
Briefing: USMA Update	LTC Currey
Meeting Format and Schedule for 1990	LTC Currey
Areas of Interest for 1990	Board Members
Remaining Business	Board Members
Closing Remarks	Mr. Grebe
Lunch	

Enclosure 1 to Appendix II

USMA Strategic Overview

Phase 1:
Development of Strategic Guidance

Phase 2:
Institutional Assessment & Review

Phase 3:
Implementation

Enclosure 2-1 to Appendix II

Major Reviews

Institutional Self-study*

Fourth Class System*

Admissions

Facilities/Master Planning*

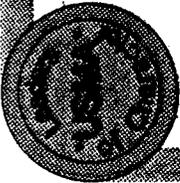
Curriculum*

Faculty

Honor System*

Athletics

Academy Staff (Organization & Structure)



Enclosure 2-2 to Appendix II



Significant Themes Resulting from the Institutional Self-study

Over-crowded Cadet Schedule

Imbalance Among Programs

Recognized Strengths

Enclosure 2-3 to Appendix II



Focus of Implementation Effort

Design of the Cadet Experience

Refined Model (Baseline/Enrichment)

Optimal Use of Resources

People

Funds

Time

Facilities

Enclosure 2-4 to Appendix II

Honor System

Three Recent Reviews

Posvar Commission

Cadet Honor Committee

**Internal Staff/Faculty
& Cadet Committee**



Enclosure 2-5 to Appendix II



Honor System

Major Initiatives

Honor Education Teams

**Developmental Alternatives
to Separation**

**Streamlined Administrative
Procedures**

Enclosure 2-6 to Appendix II

Honor System

The Spirit of the Code

"Cadets should be truthful, fair, respectful of others' persons and property, and committed to maintaining ethical standards."



Enclosure 2-7 to Appendix II

Fourth Class (Plebe) System

Superintendent's Guidance

Review Committees

Cadets

Staff & Faculty

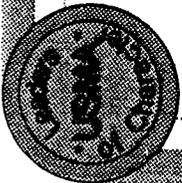
Graduates

Emerging Trends

Commitment to Systemic Reform

Focus on 4 years (not plebe only)

Leader-Subordinate Relationships



Enclosure 2-8 to Appendix II

Curricular Initiatives

Baseline: 5 Courses per Semester

30 Fields of Study / 18 Majors

Higher Classroom Standards
Grading Philosophy

Engineering Sequences



Enclosure 2-9 to Appendix II



**Activities / Physical Plant
Framework:**

The Bicentennial Master Plan

"...provides the physical support package required to execute the strategic vision for USMA articulated in 2002..."

Enclosure 2-10 to Appendix II



Facilities / Physical Plant

Land Use Zones

Cadet Zone

facilities frequented daily by cadets

Cadet Support Zone

not used daily; high public-interest
intercollegiate sports

Community Support Zone

housing; commercial retail activities

Industrial, Field Training, Recreation Zone

Enclosure 2-11 to Appendix II



Facilities / Physical Plant

Infrastructure Issues

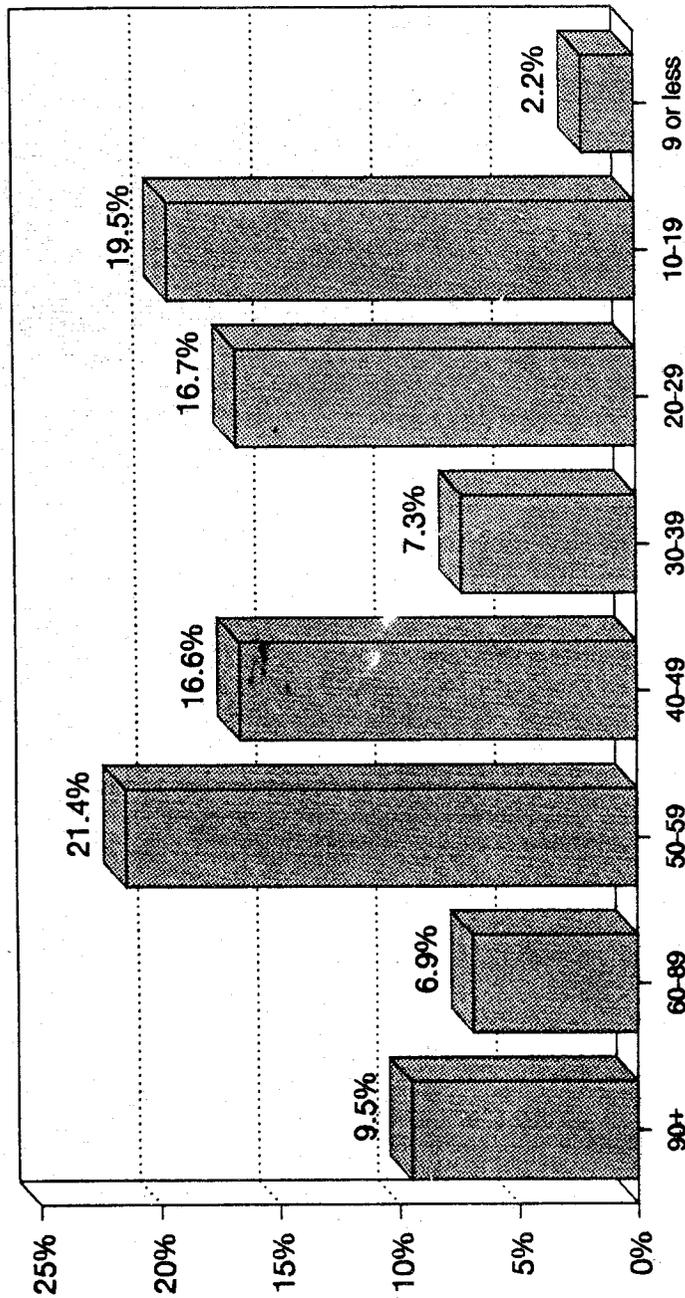
Age of Structures

Condition of Facilities Systems

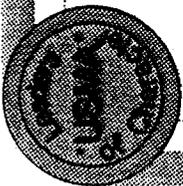
Backlog of Maintenance & Repair

Enclosure 2-12 to Appendix II

Aging Buildings Years Since Last Major Renovation



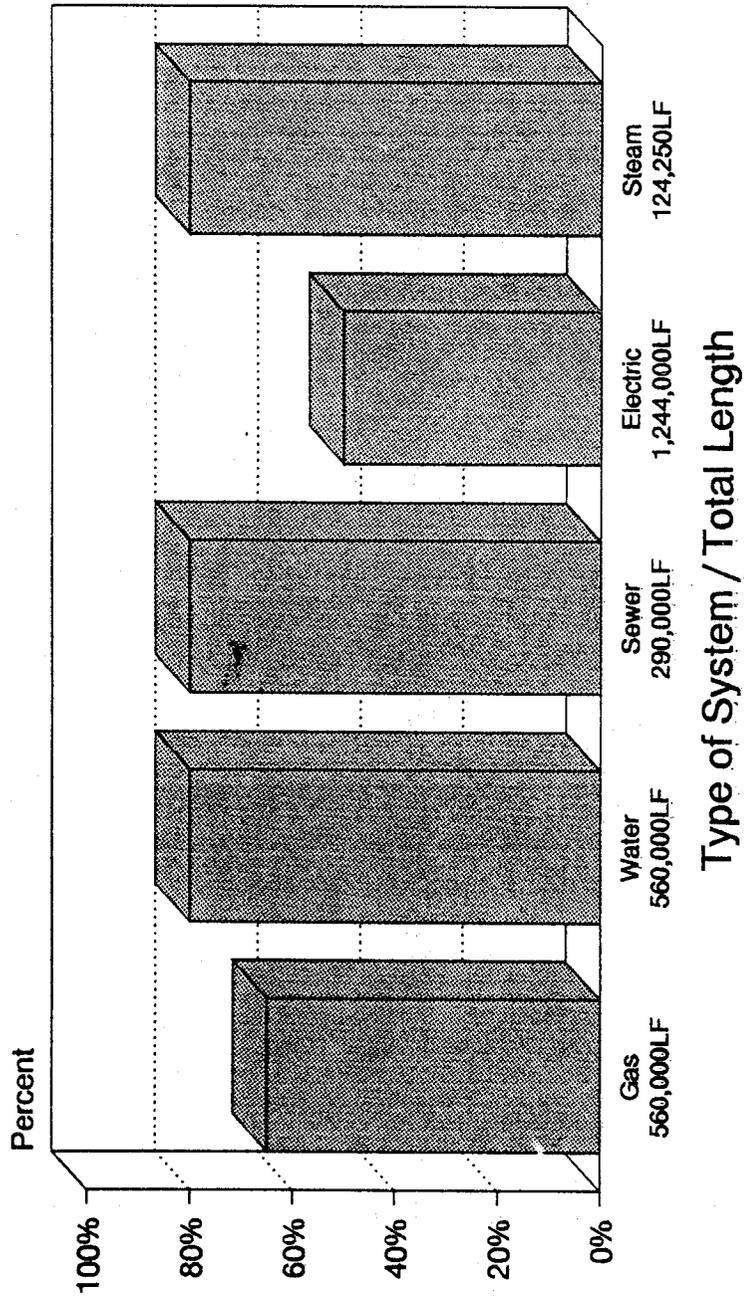
Average of USMA Facilities: 56 Years



Enclosure 2-13 to Appendix II

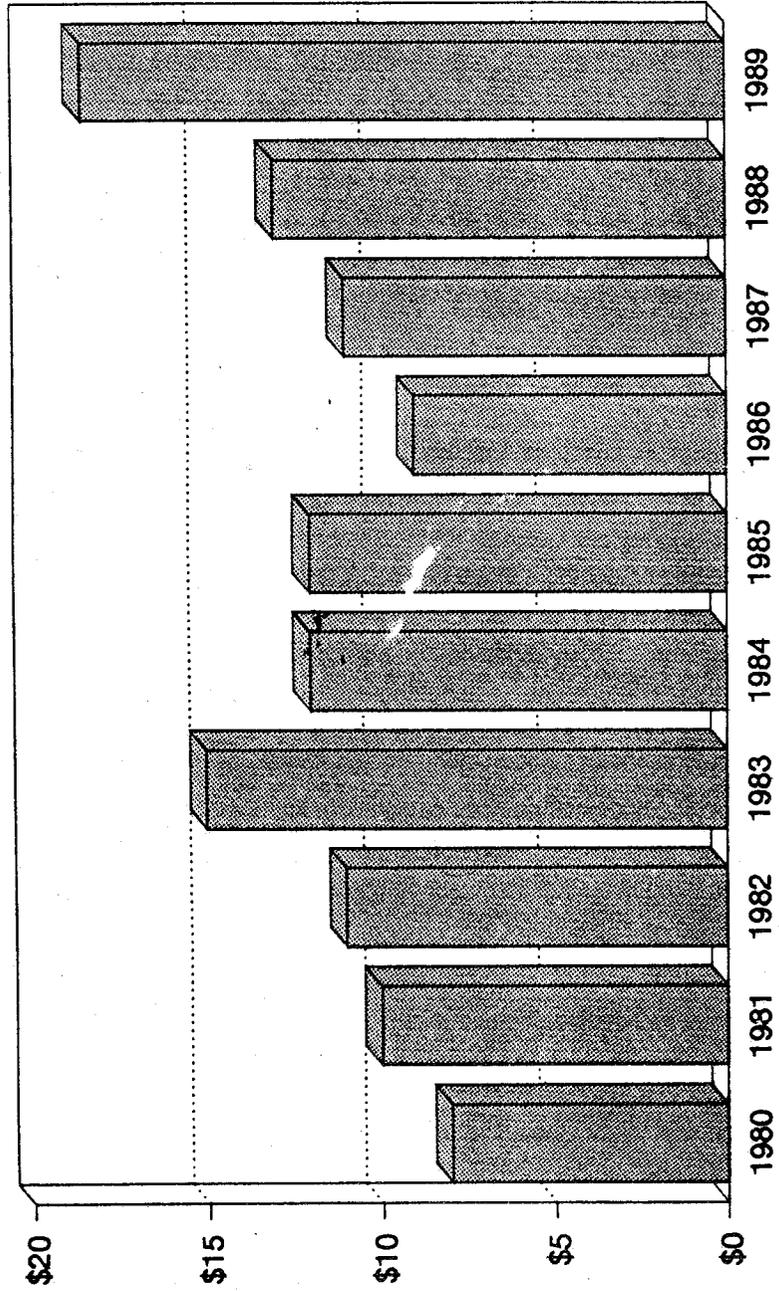
Aged Utilities

Percent of Systems Past Design Life



Appendix 2-14 to Appendix II

Unfunded Maintenance & Repair



Enclosure 2-15 to Appendix II

SUGGESTED MEETING DATES FOR THE 1990 BOARD OF VISITORS

Summer Meeting, West Point, NY

28-29 June, R-Day Rehearsals - Would allow members to observe or participate in R-day Rehearsals, briefings.

2-3 July, R-Day Activities - Observe R-Day activities, briefings

16-17 July, CBT/CFT Cookout - Briefings, observe training and interact with cadet cadre.

23-24 July, CBT Detail Change - Briefings, and observe training and the cadre detail change.

Annual Meeting, West Point, NY

20-22 September - Briefings, write the Annual Report, and attend the VMI Football Game.

4-6 October - Briefings, write the Annual Report, and attend the Duke Football Game

25-27 October - Briefings, write the Annual Report, and attend the Syracuse Football Game

Enclosure 3 to Appendix II

Suggested issues/topics for 1990:

4th Class System Review

USMA, Resources, and a Shrinking Army

Update on Status of Actions Working to go Before Congress

Payscales for civilian faculty
Active duty service obligation
Fellowship program

Update on Bicentennial Plan

Update on the Honor Code and Reviews

Update on Project Enrichment

Br' ing on the Physical Development Program

Housing Update (Status of actions to build more housing at USMA)

Enclosure 4 to Appendix II

SUMMARIZED MINUTES
1990 BOARD OF VISITORS
SUMMER MEETING
JULY 20-21, 1990
WEST POINT, NEW YORK

1. MEETING CONVENED. The summer meeting of the 1990 United States Military Academy Board of Visitors convened at West Point, New York, in the Rose Room of the Officers' Club on July 20, 1990, at 7:30 p.m. Members of the Board present when the meeting convened were: Mr. Michael Grebe, Chairman; Representative Greg Laughlin, Vice Chairman; Mr. Edwin Meese; Representative Hamilton Fish, Jr.; Representative Buddy Darden; Mrs. Sally McKenzie; and Mr. John Lindsey. Others present were: Lieutenant General Dave R. Palmer, Superintendent; Brigadier General David Bramlett, Commandant of Cadets; Brigadier General Gerald E. Galloway, Jr., Dean of the Academic Board; Colonel Michael Allen, Chief of Staff, USMA; Colonel Larry Donnithorne, Special Assistant to the Superintendent for Strategic Planning; Colonel Patrick Toffler, Director of Institutional Research; Mr. Milton Hamilton, Administrative Assistant to the Secretary of the Army; Lieutenant Colonel Joe Austin and Major Joe Pallone of the Army's Office of the Chief of Legislative Liaison; Captain Adele Beck, Chief of USMA Protocol (Acting Executive Secretary for the Board) and Miss Maryann Melville, Administrative Officer for the Board; Ms. Kari-sue Wyson, Reporter for the Times Herald Record; and Major Ed Evans, Chief, Public Information Branch, Directorate of Academy Relations.

2. OPENING COMMENTS AND AGENDA ADOPTION. Mr. Grebe welcomed attendees and introduced Mr. Lindsey as a new member of the Board attending his first meeting. He then stated that a quorum was present under the rules governing the Board. The agenda at Enclosure 1 was then approved by the Board.

3. SUPERINTENDENT'S REMARKS: The Chairman called upon the Superintendent for his remarks. General Palmer first noted that two new members of the Board, Mrs. McKenzie and Mr. Lindsey, visited West Point in July for an orientation to observe R Day. He noted all members of the Board were now seasoned veterans and knowledgeable on Military Academy operations. He mentioned the two new members of the Academy leadership, Brigadier General David A. Bramlett, Commandant of Cadets, and Brigadier General Gerald E. Galloway, Jr., Dean of the Academic Board. The Superintendent told the members that the Academy found the Board of Visitors

sessions of great interest and very useful in analyzing the Academy's methods of operation. The comments and questions of the Board as knowledgeable outsiders would benefit the Academy in developing and shaping its initiatives for the future. General Palmer stated that for some years the Academy has been in a period of calm, with no major crises, problems, or difficulties. It has been a period in which the Academy has enjoyed great support from Congress, the Pentagon, and around the country. More young people in America try for admission than we have vacancies. The Academy used this time as a window of opportunity for an extensive period of introspection and self-examination -- looking at all of our systems -- a time of self-study and by outside groups. This self-examination project fortunately has been completed, for the window of opportunity for such study is now closed. Although not in a period of crisis, the Academy is affected by the dramatic changes in international relations and the international defense equation. These changes affect the government, the defense establishment and the Army itself. The defense establishment is entering into a very turbulent time, and the Academy is a part of that establishment. As DOD goes through a period of turbulence so too will the Academy. However, because the Academy is a long lead time leader development institution -- what we do at West Point is aimed at our future, not today -- the Academy will probably go through this period with less effect than most institutions in our government. The Defense Department is now operating under a hiring freeze and a moratorium on military construction until October. The Academy must comply and manage its way through these policies. This time of change will make this year and subsequent years different in fundamental ways. It will be a time of challenge, and we are eager to work our way through it. However, change will shape the kinds of issues the Academy faces and color the way the Academy does business. This will clearly be seen in the information briefings that will be provided to the Board.

4. OPTIMAL SIZE OF THE ACADEMY. The Board requested information about the Military Academy in a Changing Army. Colonel Allen briefed the Board using the slides at Enclosure 2. The briefing provided data on the Army's four sources of commissioned officers; the efficiency of the Military Academy; the effectiveness of the Military Academy as measured by the performance potential of graduates and the retention and manner of performance of graduates and showed that the optimal size of the Academy was to continue to produce at current capacity. After discussion the following morning, the Board drafted and adopted a Resolution Regarding the Optimal Size of the United States Military Academy. The Resolution is at Enclosure 3

5. SECOND DAY. The Board reconvened at 7:30 a.m., July 21, 1990 in the Superintendent's Conference Room . The session began with a viewing of the Today Show tape of R-Day at West Point and aired as part of its Fourth of July show. The video tape was introduced by the Superintendent. After viewing the tape, the Board addressed the meeting agenda. The Chairman announced that the agenda was adjusted to cover the Issues Before Congress at the start of the session so that all members could be present to discuss it.

6. ACTIVE DUTY SERVICE OBLIGATION. Colonel Toffler briefed the Board on the Active Duty Service Obligation Issue using the slides at Enclosure 4. He reviewed the background and history which led to the change in Title 10 USC, which increased the Active Duty Service Obligation of service academy graduates from five years to six years starting with the classes entering in 1992. The logic for challenging this change and the position of the Army and the Military Academy on the Active Duty Service Obligation (ADSO) of 4x4 (four years active, four years reserve) was presented. The Board drafted and adopted a Resolution in support of this legislation. The Resolution is at Enclosure 5.

7. CIVILIAN FACULTY PAY SCALES. Brigadier General Galloway briefed the Board on the need for legislation to permit the Department of the Army to compensate civilian faculty members at a rate competitive with the Naval Academy and other institutions of higher learning using the slides at Enclosure 6. After discussion, the Board drafted and adopted a resolution recommending legislation be provided that amended Section 1, Chapter 403, Title 10 USC, authorizing the Secretary of the Army to employ civilian faculty at the Military Academy with such compensation and perquisites as the Secretary may prescribe. The Resolution is at Enclosure 7.

8. EISENHOWER FELLOWSHIP IN LEADER DEVELOPMENT. The Board was briefed by COL Wattendorf on the development of the Eisenhower Fellowship Program since the last Board meeting and the status of the legislation required to allow the Military Academy to grant to the graduates of this program the Master of Arts Degree using the slides at Enclosure 8. The Chairman requested a brief history of the program for the benefit of the new members. After an introductory briefing on the scope and structure of the program, an update briefing was provided. In May the first four fellows were graduated; the program was given a new name in honor of General Eisenhower; it was favorably evaluated by the U.S. Dept of Educ and the accreditation team. The program has been closely re-examined by the Academy itself and reaffirmed that the program is central to the successful accomplishment of the Academy's purpose and mission -- the

development of leaders of character for the nation. Following further exchange of information and discussion, the Board drafted and adopted a Resolution that the Military Academy be authorized by appropriate legislation to grant a Master of Arts Degree to graduates of this program. The Resolution is at Enclosure 9.

9. USMA INSTITUTIONAL REVIEWS: At the organizational meeting, the Board asked for updates or status reports on several of the institutional reviews that the Military Academy had conducted. The board received informational briefings on the following reviews:

a. OVERVIEW OF INSTITUTION REVIEWS: Colonel Donnithorne briefed the Board on the historical context of the substantial reviews conducted and changes implemented by the Academy from the slides at Enclosure 10. A process consisting of three major stages was implemented in the mid-1980's. Stage One was to define what the institution should be in the 21st Century -- a stage of foundation building. Stage Two was a series of introspective self-studies to determine if the Academy was on course -- evaluating the strengths and identifying the areas of the institution requiring change. Stage Three, which is still ongoing, is the process of implementing those changes.

b. UPDATE ON HONOR REVIEWS: The Board was updated by Captain Cardarelli, the Special Assistant to the Commandant for Honor Matters, on the recent external and internal reviews of the Cadet Honor Code and System using the slides at Enclosure 11. A brief history of the three review groups -- Posvar Commission, the Honor Actions Committee and Cadet Honor Review Committee and their findings and recommendations -- was presented. An overview of the status of their implementation was given. Highlights of the significant changes to the Honor Code and System as a result of these reviews are at Enclosure 12.

c. Mr. Grebe noted one item to follow up on was the recommendation of the Posvar Panel to appoint another group to serve as a consultant to USMA on ethics and other matters. This recommendation was reviewed by the Superintendent, by the Board of Visitors and ultimately disapproved by the Army Chief of Staff based on the belief it was redundant in view of the existence of the Board of Visitors. As part of the disapproval, however, it was suggested by the Chief of Staff that the Board consider retaining the services of a consultant to advise them in this area. The Board was presented with the names and biographical data on several potential candidates to serve in this consultant capacity. The Chairman directed the Academy to contact these individuals and discuss their

availability. The retention of an individual to serve as consultant will be subject to approval by the Board at the Annual Meeting.

d. ENRICHMENT PROGRAM. Colonel H. Steve Hammond, Brigade Tactical Officer, briefed the Board on the concept of the Enrichment Program. Briefing slides are at Enclosure 13. This summer marks the first year that the concept of enrichment was formalized. It is a program designed to optimize the developmental experience of cadets and ensure that the best possible use was being made of cadet time. In order to meet the differing needs and abilities of cadets, the concept of a baseline was established which set the fundamental requirements for each of the three programs -- academic, military and physical. Enrichment is development beyond the baseline but is contingent upon the baseline requirements being met. The cadet is required to select from the enrichment opportunities available in the three programs. Cadet participation in Project Enrichment in Summer 1990 is shown at Enclosure 13-7.

e. FOURTH CLASS SYSTEM REVIEW: Colonel Hammond briefed on the outcome of the Review of the Fourth Class System. Slides used are at Enclosure 14. Since receiving the three committee reports in May, the Academy has been reviewing them carefully and trying to determine common themes and other areas of agreement. At this juncture it is premature to predict what actions will follow from the report recommendations. A summary of common themes and areas of agreement was given. First, all committees encouraged the adoption of a four year developmental system that would be much more comprehensive than the Fourth Class System. There was a unanimous consensus that the Fourth Class System focused disproportionate attention on freshmen cadets at the expense of the upper three classes. All committees also expressed concern about treatment of fourth class cadets in the Mess Hall. This was identified as an area needing major immediate improvement. There was also clear consensus regarding Reorganization Week and the need to control the potential for abuse during this time. All three committees further agreed that Fourth Class Knowledge requirements were excessive and interfered with academic preparation. Each of the committees expressed the belief that the West Point experience should be tough and challenging for all cadets. It was clearly the consensus, however, that the interactions between cadets regardless of class reflect the highest standards of professional conduct. Accordingly, the committees recommended making explicit the proscriptions against demeaning and humiliating treatment of subordinates.

10. Mr. Fish departed after 1100, and the rest of the Board departed for lunch at the Cadet Mess with selected cadets from their geographical location.

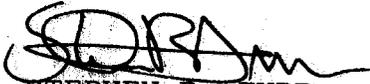
11. CADET PHYSICAL DEVELOPMENT. The Board reconvened for the afternoon session with a briefing given by Colonel Rushatz on the Cadet Physical Development Program using the slides and charts at Enclosure 15. The Academy's goals, training programs, baseline requirements, and enrichment opportunities were presented

12. PHYSICAL PLANT DEVELOPMENT. Colonel Ely, Director of Engineering and Housing, presented an update briefing on the ongoing actions and status of implementation of the plans for the Revitalization of the United States Military Academy's Physical Plant using the slides at Enclosure 16. Housing requirements and initiatives underway to meet those requirements were discussed.

13. BICENTENNIAL PLAN UPDATE. Colonel Wilson, Executive for Academy Initiatives, updated the Board on the current status of implementation of the Academy's Bicentennial Plan. The slides at Enclosure 17 were used.

14. The Board adjourned at 1607.

15. DINNER AT THE TRAIN STATION. After the Board adjourned for the day, it met at the Train Station for a buffet dinner with staff and faculty members. This was followed by an evening river cruise on the Hudson.


STEPHEN R. FURR
Major, U.S. Army
Executive Secretary


MICHAEL W. GREBE
Chairman
1990 USMA Board of Visitors

Enclosures

AGENDA
1990 USMA BOARD OF VISITORS
SUMMER MEETING
20-21 JULY 1990
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK

Friday, 20 July 1990

Arrive Hotel Thayer

1800-1930 Dinner, Rose Room, Officers' Club

1930-2230 Board Opening Session (Rose Room)

Administrative Remarks
Chairman's Remarks
Superintendent's Remarks

- o Optimal Size of the Academy
(COL Allen)

SATURDAY, 21 July 1990

0730-1130 Board Session, Superintendent's Conference Room

- o View TODAY Show Segment on R-Day at West Point
- o ISSUES BEFORE CONGRESS
 - Active Duty Service Obligation (Col Toffler)
 - Civilian Faculty Pay Scales (General Galloway)
 - Eisenhower Fellowship in Leader Development
(Colonel Wattendorf)
- o INSTITUTIONAL REVIEWS
 - Overview (Colonel Donnithorne)
 - Update on Honor Reviews (Captain Cardarelli)
 - Enrichment Program (Colonel Hammond)
 - Fourth Class System Review (Colonel Hammond)

1200-1300 Lunch with Cadets (Cadet Mess)

1300-1600 Board Session, Superintendent's Conference Room

- o Cadet Physical Development (Colonel Rushatz)
- o Physical Plant Development (Colonel Ely)
- o Bicentennial Plan Update

1745-2130 Dinner, Train Station followed by
Hudson River Cruise

PROBLEM

AS THE NUMBER OF ACCESSIONS IS REDUCED TO SUSTAIN A SMALLER OFFICER CORPS -- WHAT IS THE OPTIMAL BALANCE AMONG THE FOUR SOURCES OF COMMISSION?

CONSIDERATIONS

<u>COST & QUALITY</u>	
OCS	- MAINTAIN FOR CONTINGENCIES
DIR APT	- CONTRIBUTE TO SPECIAL BRANCHES
ROTC	- ACTIVE AND RESERVE CONTRIBUTIONS
USMA	- ACTIVE FOR REGULAR ARMY

GOAL

OBTAIN THE BEST QUALITY OFFICER LEADERSHIP IN THE ARMY.

OBJECTIVE

FIND THE BEST QUALITY MIX BETWEEN ROTC & USMA IN CONSIDERATION OF COST CONSTRAINTS.

PREPARED BY: USMA (OIR), June 1990

BASED ON 1987 REPORT OF THE BOV
COST/GRADUATE ANALYSIS

EFFICIENCY ISSUE

USMA:

$\frac{\$191,000,000}{1,000 \text{ GRADS}} = \$191,000/\text{GRAD} \longrightarrow \$191,000/\text{COMMISSIONED OFFICER}$

ROTC:

PRECOMMISSIONING + COLLEGE EDUCATION

$\frac{\$325,200,000}{5,000 \text{ GRADS (ACTIVE DUTY)}} = \$65,040/\text{GRAD} + \$117,000/\text{GRAD} = \$182,040/\text{COMMISSIONED OFFICER}$

USMA & ROTC ARE OF COMPARABLE EFFICIENCY

PREPARED BY: USMA (OIR), 22 June 1990
SOURCE: PRICE/COST/WORTH STUDY BY USMA (OEMA), Dec 1987

SCENARIO

IMPACT

SAVINGS

10% Cost
Reduction,
enrollment
unchanged

Significant reductions in quality
of graduates due to reductions in
military, intellectual, and physi-
cal development programs; and
reductions in cadet and staff and
faculty quality of life.

\$13M

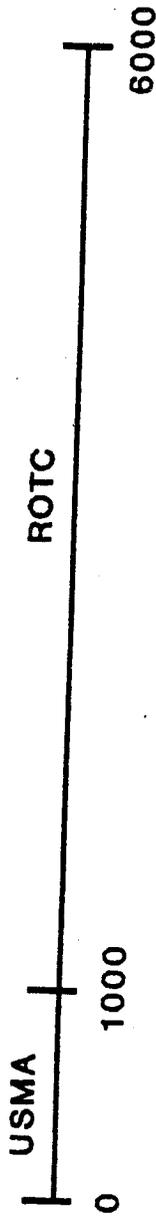
<u>SCENARIO</u>	<u>IMPACT</u>	<u>SAVINGS</u>
10% Enrollment and Output Reduction	Reduces enrollment from 4,417 to 3,975 and graduates from 1,000 to 900 per year. Cost per graduate increase due to relatively fixed cost of operation.	<\$1M OMA \$3.38M Cadet MPA \$3.4M S&F

SCENARIOIMPACTSAVINGS

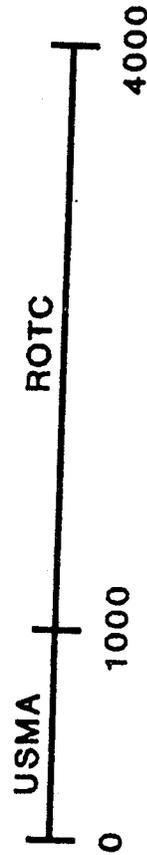
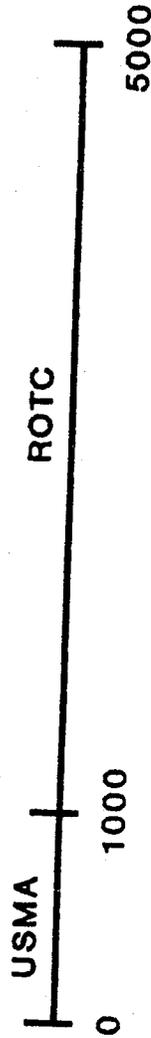
25% Enrollment and Output Reduction	Reduces enrollment from 4,417 to 3,313 and graduates from 1,000 to 750 per year. Congressional appointments reduced from 5 to 4 per member. Cost per graduate increases due to relatively fixed cost of operation.	\$3.5M OMA \$9.5M Cadet MPA \$9.2M S&F MPA
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OPTIMAL NUMBER OF OFFICERS TO BE COMMISSIONED FROM USMA AND ROTC*

CURRENT SITUATION:



ALTERNATIVE SITUATIONS:



At what point should we stop producing approximately 1000 USMA graduates each year?

*Assume OCS remains at approximately 500 in order to maintain its availability for wartime expansion.

PREPARED BY: USMA (OIR), 22 June 1990

OPTIMAL SIZE FOR THE USMA CORPS OF CADETS

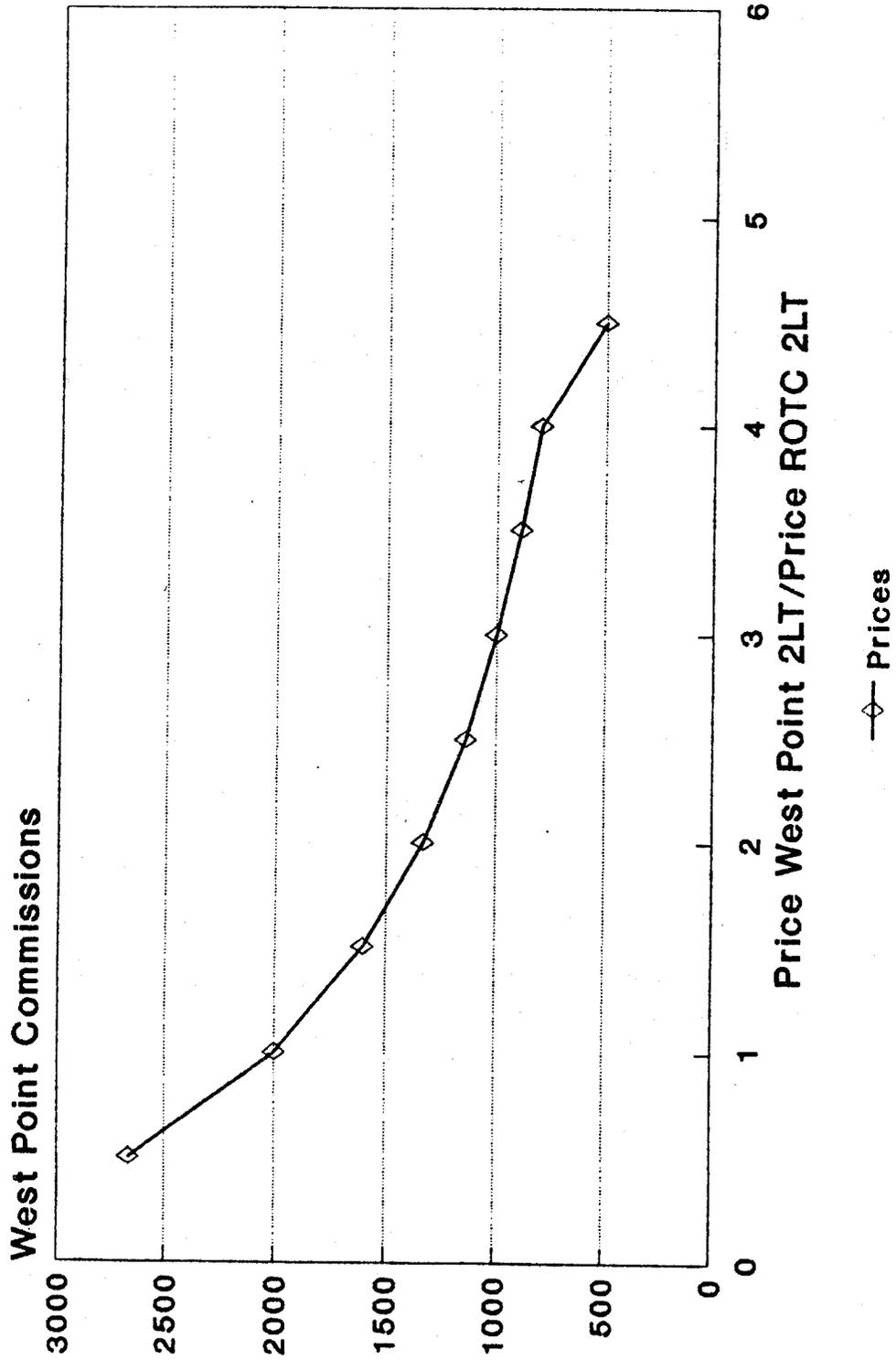
- FOUR SOURCES OF COMMISSION - DIRECT, OCS, ROTC, USMA
- DECISION CRITERIA
 - COST: College-educated officers cost the country about the same, regardless of source of commission.
 - QUALITY: USMA and ROTC-DMG graduates perform similarly and are the best accessions based on length of service and selection for increased responsibility.
- ILLUSTRATIVE ANALYSIS
 - ASSUME 4000 ACCESSIONS (1000 USMA & 3000 ROTC)
 - IF USMA OUTPUT REDUCED BY 100, THE ARMY WOULD THEN COMMISSION ROTC STUDENTS RANKED BETWEEN 3100 AND 3200 -- NOT DMG QUALITY OFFICERS.
- RECOMMENDATION
 - COMMISSION ALL USMA GRADUATES EACH YEAR
 - WITH [4500 - 5000]• BASIC BRANCH ACCESSIONS: 20% USMA, 70 % ROTC, AND 10% OCS. THIS BALANCE SUSTAINS EACH SOC AND PROVIDES MAXIMUM QUALITY.

•A reasonable steady-state estimate given a Basic Branch end-strength of 55,000 officers.

PREPARED BY: USMA (OIR), 22 June 1990

SOURCE: USMA Précis titled "What is the Optimal Size for the USMA Corps of Cadets", 11 June 1990

MATH MODELING



Total Accessions = 4500
West Point + ROTC = 4000

CLASS COMPOSITION OBJECTIVES

OBJECTIVE	ATTAINMENT FOR CLASS OF			
	90	91	92	93
TOP SCHOLARS (CEER >649)	24.8	25.5	25.6	25.7
OUTSTANDING LEADERS (LPS >648)	22.1	21.9	23.4	20.8
OUTSTANDING ATHLETES (ODIA Interest)	21.4	22.9	21.8	20.2
WOMEN	11.9	11.4	12.2	10.6
BLACK AMERICANS	6.8	7.0	8.2	6.1
HISPANIC AMERICANS	4.7	4.4	3.6	3.7
OTHER MINORITIES	3.7	3.7	6.3	6.0

94
23.3
20.7
20.4
12.2
6.9
4.2
6.6

PREPARED BY: USMA (OIR), July 1990
SOURCE: USMA (OIR) Cadet Performance Display

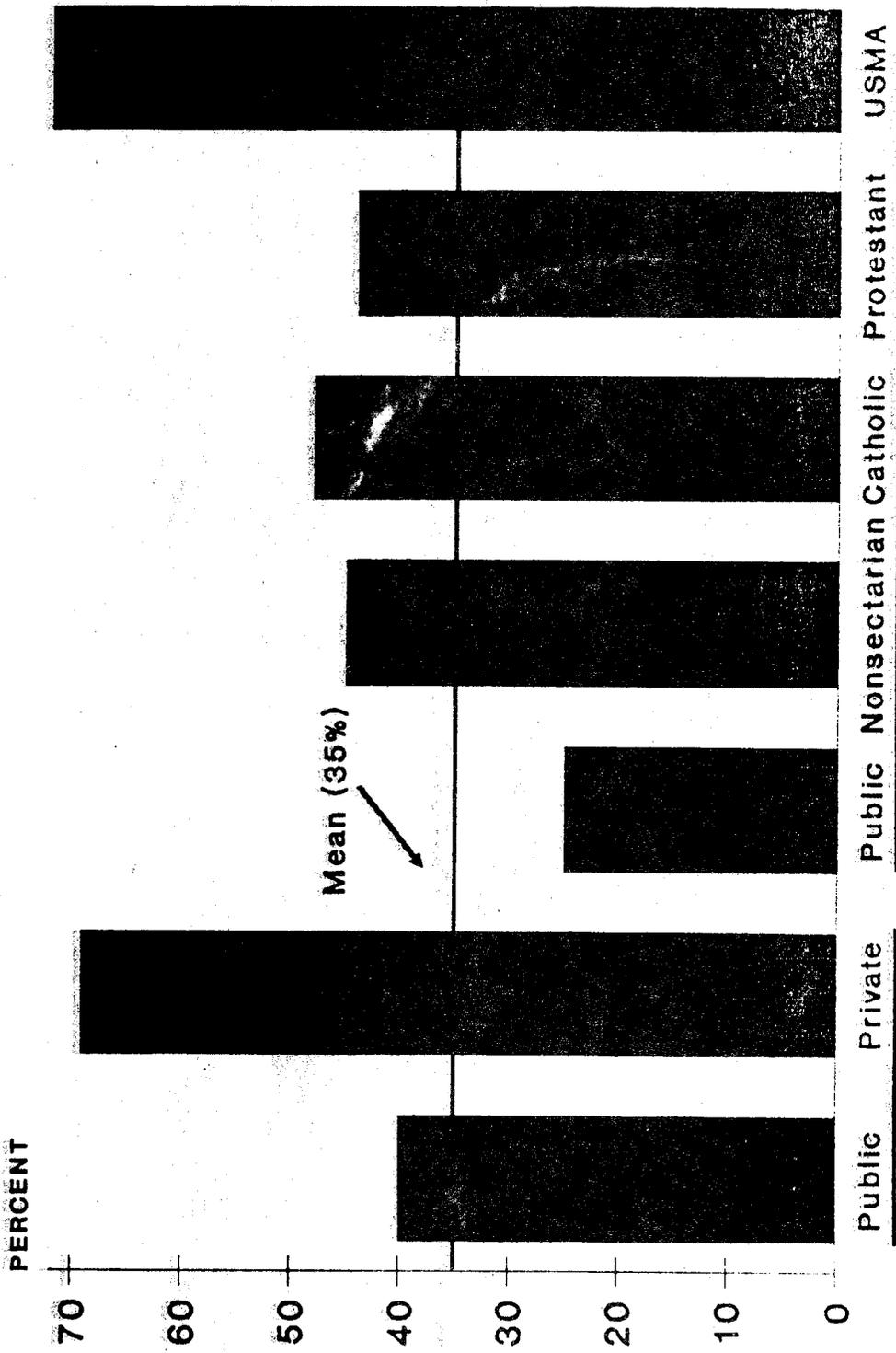
PRIMARY REASON FOR SEEKING AN APPOINTMENT TO USMA

	PERCENT FOR CLASS YEAR				
	90	91	92	93	94
QUALITY OF THE ACADEMIC PROGRAM	27.0	22.7	23.0	24.5	20.3
DESIRE TO BE AN ARMY OFFICER	18.2	19.7	24.4	24.0	19.0
USMA'S OVERALL REPUTATION	24.3	23.8	20.0	21.8	19.1
PERSONAL SELF-DEVELOPMENT	18.7	22.8	19.2	18.6	16.2
LEADERSHIP TRAINING	4.9	5.2	6.5	5.6	9.3
QUALITY OF INTERCOLLEGIATE ATHLETIC PROGRAM	2.4	1.7	2.8	1.9	5.0
ECONOMIC NECESSITY	1.3	1.4	1.2	1.5	3.6
FAMILY INFLUENCE	1.2	0.8	1.3	1.3	3.2
INEXPENSIVE COLLEGE EDUCATION	1.3	1.5	1.3	0.5	2.0
QUALITY OF PHYSICAL DEVELOPMENT PROGRAM	0.6	0.4	0.3	0.3	2.5

PREPARED BY: USMA (OIR), July 1990
SOURCE: Class Characteristics Inventory, Class of 1993

DEGREE COMPLETION WITHIN FOUR YEARS BY INSTITUTIONAL TYPE

(Weighted percentages, 1988 Follow-up Survey of 1984 college freshmen)



Four-Year Colleges

PREPARED BY: USMA (OIR), June 1990
SOURCE: "The Annual Freshman and Follow-up Survey", UCLA, 1990

FY88-FY90 SELECTION RESULTS

FIRST TIME CONSIDERED OFFICERS

BOARD	FY	USMA		OTHER		ALL	
		#SEL	%SEL	#SEL	%SEL	#SEL	%SEL
CPT*	88	893	1030 86.7	4138	4924 84.0	5031	5954 84.5
	89	877	964 91.0	3656	4305 85.0	4533	5269 86.0
MAJ	88	406	497 81.7	1798	2904 61.9	2204	3401 64.8
	89	336	438 76.7	1731	2566 67.5	2067	3004 68.8
	90	341	428 79.7	1625	2611 62.2	1966	3039 64.7
COM& STAFF COLLEGE	88	238	1059 22.5	674	5321 12.7	912	6380 14.3
	89	286	1100 26.0	990	5889 16.8	1276	6989 18.3
LTC	88	201	260 77.3	860	1366 63.0	1061	1626 65.3
	89	209	288 72.6	896	1506 59.5	1105	1794 61.6
SR. SERV COLLEGE	88	29	584 5.0	228	4997 4.6	257	5581 4.6
	89	45	655 6.9	265	4743 5.6	310	5398 5.7
COL	88	68	150 45.3	565	1441 39.2	633	1591 39.8
	89	73	161 45.3	466	1163 40.1	539	1324 40.7
BG	88	11	477 2.3	39	2012 1.9	50	2489 2.0
	89	11	433 2.5	35	1778 2.0	46	2211 2.1

*Two Boards were held for Promotion to Captain.

PREPARED BY: USMA (OIR), April 1990

SOURCE: Officer Promotion Data Tapes

BELOW-THE-ZONE OFFICERS

<u>BOARD</u>	<u>FY</u>	<u>USMA</u>			<u>OTHER</u>			<u>ALL</u>		
		<u>#SEL</u>	<u>#CONS</u>	<u>%SEL</u>	<u>#SEL</u>	<u>#CONS</u>	<u>%SEL</u>	<u>#SEL</u>	<u>#CONS</u>	<u>%SEL</u>
MAJ	88	82	543	15.1	168	2821	6.0	250	3364	7.4
	89	45	493	9.1	67	2758	2.4	112	3251	3.4
	90	82	536	15.3	141	2740	5.1	223	3276	6.8
LTC	88	37	329	11.2	84	1633	5.1	121	1962	6.2
	89	34	332	10.2	68	1423	4.8	102	1755	5.8
COL	88	11	390	2.8	42	3127	1.3	53	3517	1.5
	89	6	387	1.6	50	3026	1.6	56	3412	1.6
PROJECT MANAGER (LTC FY80)										
<u>SOC</u>		<u>USMA</u>			<u>OTHER</u>			<u>TOTAL</u>		
	<u># SEL</u>	11	21					32		
	<u># ELIG</u>	83	390					473		
	<u>%</u>	13.3	5.4					6.8		

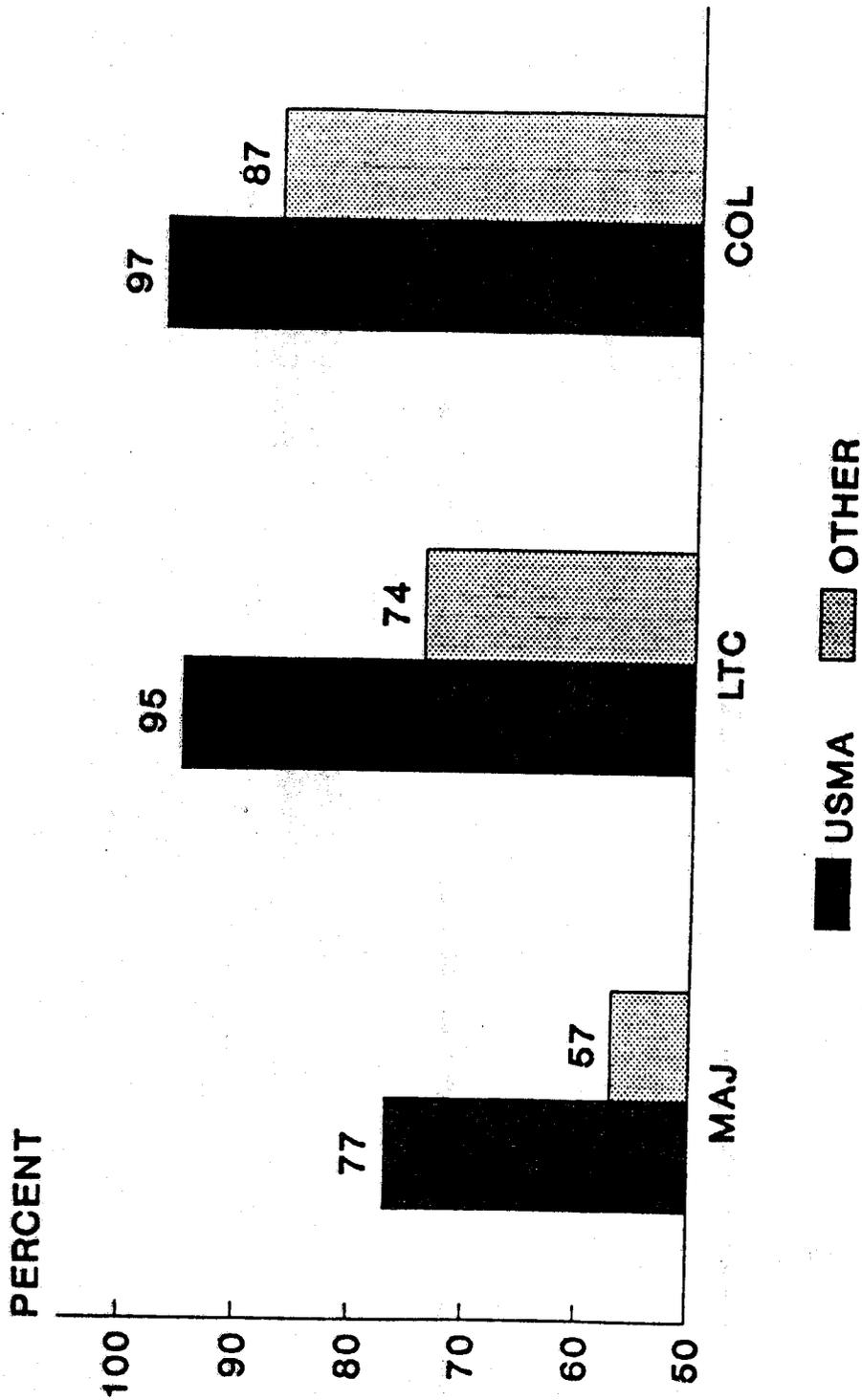
PREPARED BY: USMA (OIR), April 1990
 SOURCE: Officer Promotion Data Tapes

COMMAND SELECTIONS FY 89-90

		COMBAT ARMS			COMBAT SUPPORT			COMBAT SERVICE SUPPORT			
		BN CMD (LTC FY 89)		BDE CMD (COL FY 89)		BDE CMD (COL FY 90)					
SOC		USMA	OTHER	TOTAL	USMA	OTHER	TOTAL	USMA	OTHER	TOTAL	
# SEL		91	182	273	14	61	75	14	59	73	
# ELIG		436	1995	2431	182	796	978	166	817	983	
%		20.9	9.1	11.2	7.7	7.7	7.7	8.4	7.2	7.4	
COMBAT SUPPORT											
# SEL		12	82	94	10	33	43	6	36	42	
# ELIG		149	1068	1217	63	372	435	56	362	418	
%		8.1	7.7	7.7	5.9	8.9	9.9	10.7	9.9	10.0	
COMBAT SERVICE SUPPORT											
# SEL		5	113	118	3	59	62	4	73	77	
# ELIG		65	1535	1600	45	570	615	39	567	606	
%		7.7	7.4	7.4	6.7	10.4	10.1	10.3	12.9	12.7	

PREPARED BY: USMA (OIR), 16 April 1990
 SOURCE: COMMAND SELECTION BOARD TAPES FY 89-90

BASIC BRANCH REGULAR ARMY OFFICERS WITH ADVANCED DEGREES



PREPARED BY: USMA (OIR), April 1990
 SOURCE: OIR Graduate File, March 1989

**FIELD GRADE OFFICERS*IN HIGH TECH FUNCTIONAL AREAS
(FY 89)**

SOC

FUNCTIONAL AREA	USMA		ROTC-DMG		BASIC BRANCH TOTAL	
	N	%	N	%	N	%
ORSA	411	42.3	199	20.5	972	41.1
RESEARCH AND DEVELOPMENT	345	28.3	266	21.8	1219	51.6
NUCLEAR WEAPONS	79	45.7	34	19.7	173	7.3
COLUMN TOTAL	835	35.3	499	21.1	2364	100.0

*With advanced degrees

Prepared by: USMA (OIR), June 1990

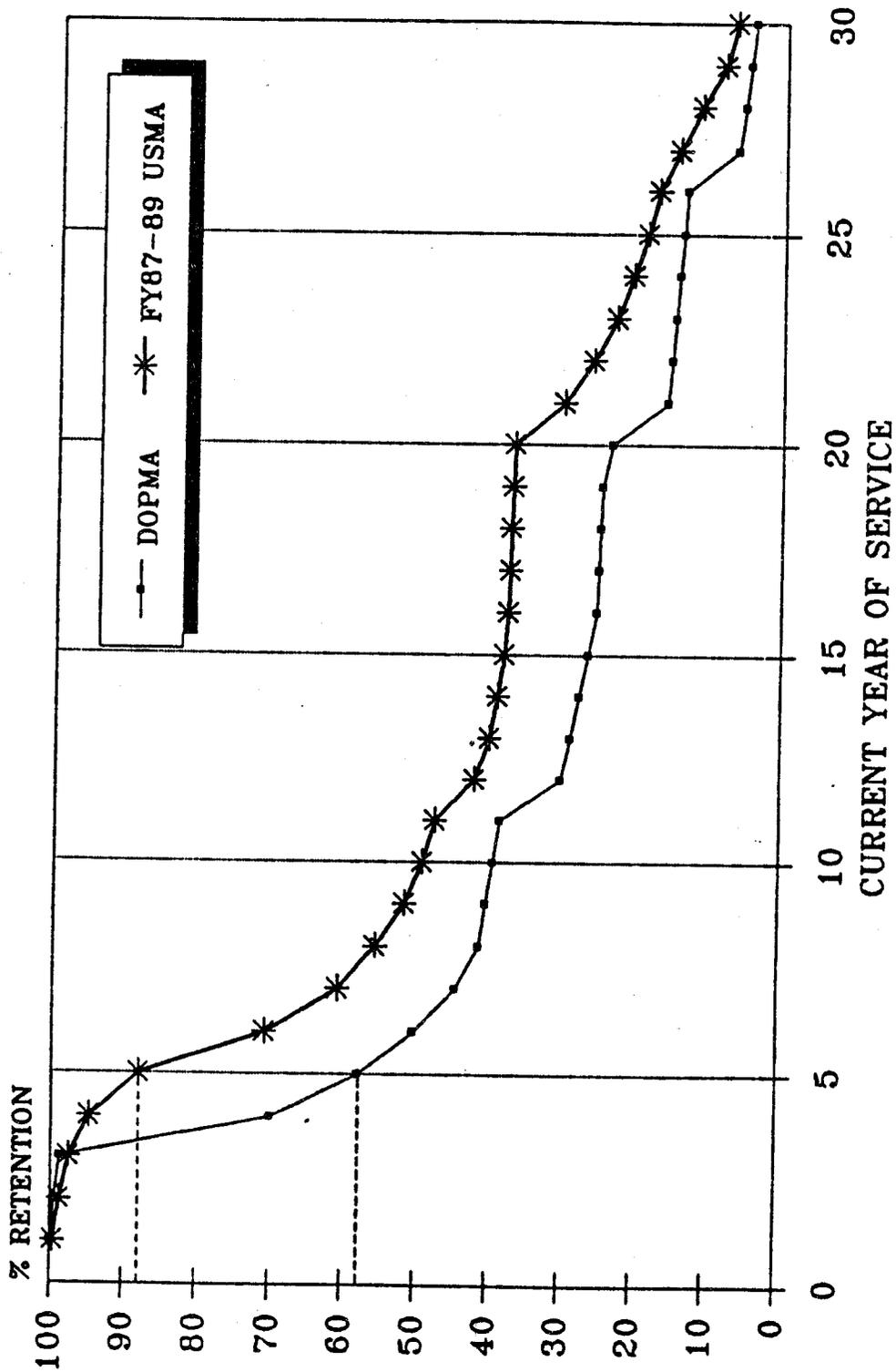
Source: OMTB, September 1989

**MEAN SYSTEM TIME
AND
ACCESSION PLANNING**

IMPACT FOR A CORPS OF 55,000 BASIC BRANCH OFFICERS

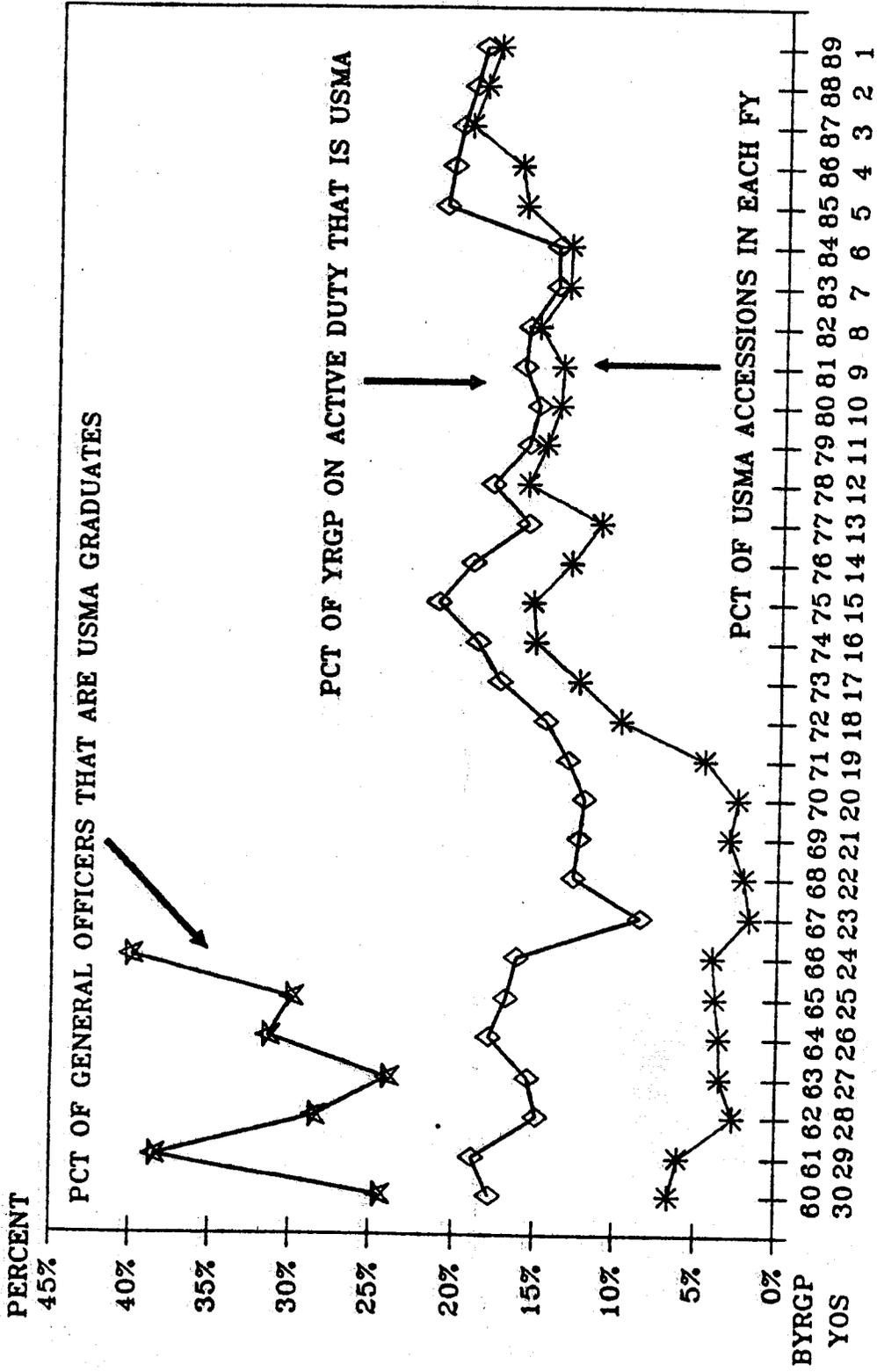
	<u>USMA</u>	<u>ARMY</u>	<u>CHANGE</u>
MST	13.1	11.9	10%
ACCESSIONS	4200	4620	420

RETENTION RATES *
DOPMA VS USMA



PREPARED BY USMA (OIR) SUMMER 1989
SOURCE: USMA OEMA (LTC FAGAN)
*TOTAL LOSSES INCLUDE RESIGNATIONS, DEATHS, RETIREMENTS AND OTHER LOSSES/SEPARATIONS

**USMA AND BASIC BRANCH
ACCESSIONS VS YEAR GROUPS 1960-1989**



PREPARED BY USMA (OIR) APRIL 1990
SOURCE: PERSCOM DATA RECORDS



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

21 July 1990

A Resolution
Regarding the Size
of the United States Military Academy
West Point, New York

Whereas, recent and unprecedented improvements in international relations have provided the opportunity for significant reductions in the size of our Armed Services,

And whereas, such reductions in the size of our forces must not be achieved at the expense of their deterrent capabilities -- readiness, deployability, and combat effectiveness -- so as to preserve the security of the American people,

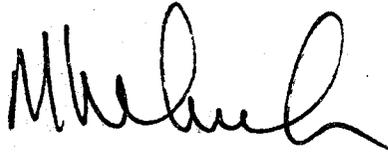
And whereas, the commissioned officers who are the leaders of our Army must be of the highest quality in order to properly organize, equip, train, and inspire the soldiers -- young volunteer American men and women -- entrusted to their care,

And whereas, the Army must maintain the viability of all its sources of commissioned officers in order to meet contingencies, satisfy special skill requirements, achieve flexibility in sustaining the structure, and provide the highest quality officer leaders for the active and reserve components,

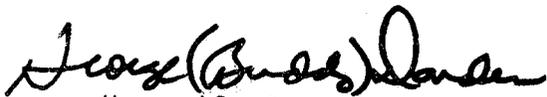
And whereas, the costs to our society of procuring officers for the Army from ROTC and USMA are comparable,

And whereas, the officers of the highest quality -- based on the duration and character of their service -- have been West Point graduates and those cadets from the Reserve Officer Training Corps who earned recognition as Distinguished Military Graduates,

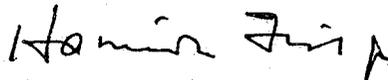
Be it resolved that the United States Military Academy should continue to operate at its current capacity under law and that West Point graduates should continue to be commissioned as officers in the Regular Army at current levels so as to sustain the highest quality officer corps for our Army.



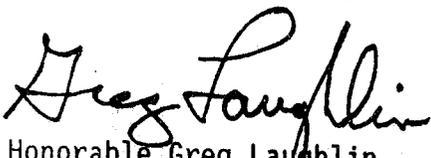
Michael W. Grebe
Chairman
USMA Board of Visitors.



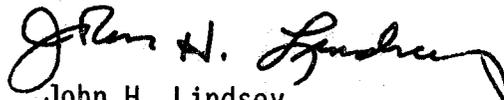
Honorable George Darden
House of Representatives
Washington, DC 20515



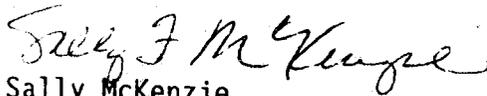
Honorable Hamilton Fish, Jr.
House of Representatives
Washington, DC 20515



Honorable Greg Laughlin
House of Representatives
Washington, DC 20515



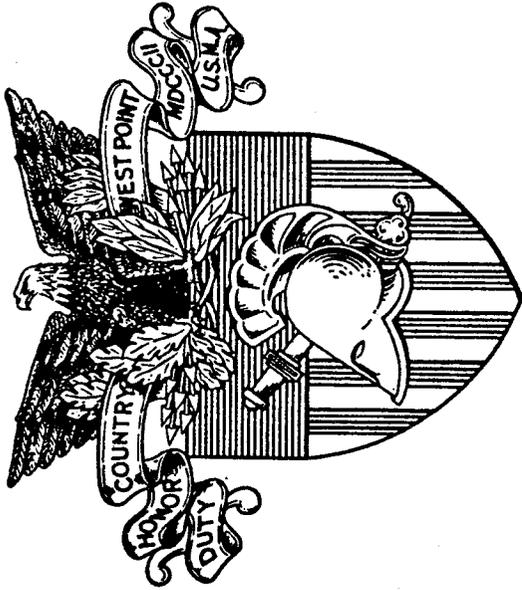
John H. Lindsey
Lindsey Insurance Company
Houston, TX 77002



Sally McKenzie
Dallas, TX 75205



Edwin Meese III
Distinguished Fellow
Heritage Foundation
Washington, DC 20002



**PRESENTATION FOR
USMA
BOARD OF VISITORS
ON THE
ACTIVE DUTY SERVICE OBLIGATION
(ADSO)**

21 JULY 1990

**OFFICE OF INSTITUTIONAL RESEARCH
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996**

PURPOSE:

TO DISCUSS THE ADSO ISSUE:

- **HISTORY (BACKGROUND)**
- **CHANGE TO THE LAW TITLE X, USC**
- **LOGIC FOR CHALLENGING THE CHANGE**
- **THE US ARMY POSITION**

BACKGROUND

JULY 1989 - SUBCOMMITTEE ON MANPOWER & PERSONNEL
INTRODUCED LANGUAGE IN DEF AUTH ACT
TO EXTEND ADSO FROM 5 - 8 YEARS

AUG - DEBATE ON SENATE FLOOR: 8 - 6 YEARS

OCT - JOINT CONFERENCE, COMPROMISE:
6 YEARS EFFECTIVE IN 1992
(TIME TO RECONSIDER)

NOV-DEC - BRIEFINGS FOR: HOUSE/SENATE STAFF PERSONNEL
GAO, DCSPER, ASA,
SECY ARMY

JAN-MAR '90 - ANALYSIS CONTINUES - PREP FOR APRIL HEARINGS

APR - SASC - SUBCOMMITTEE HEARINGS

MAY - REP McMILLIAN PROPOSES 6 - 5
BOV MEMBERS ENDORSE 4X4 CONCEPT
ARMY & USMA FAVOR 4X4

JUN - CL '94 ENTERS USMA

PREPARED BY: USMA (OIR), July 1990

THE ACTIVE DUTY SERVICE OBLIGATION
(ADSO)

Beginning with the Academy Class of 1996, entering in the summer of 1992, the ADSO for Academy graduates will be extended from five to six years. This change in the law (Title X, USC) does not affect the total period of obligated service (Active and Reserve) which remains at eight years.

The perceived need for such legislation may reflect aviator retention problems in the Air Force and the Navy. However, the Army does not have a retention problem with its officers. Quite the opposite -- they remain in uniform longer than is programmed, necessitating management actions to remove them involuntarily. Moreover, and most significantly, data show that, in the four decades since the Korean War (when the ADSO was three years), the percent of graduates on active duty was not determined by the length of obligated service. Other factors which affected the Nation and the Army were the primary variables influencing retention.

Recent changes in the world situation portend significant reductions in the size of our Army. However, current plans envision no change in the number of USMA graduates. Therefore, the proportion of officers commissioned from USMA will continue to grow. They are already retaining at rates which exceed the DOPMA expectations. Thus, the rationale for extending their service obligation is not clear.

Timing is another consideration. Demographics show that the number of high school graduates is declining, and that the number of them seeking admission to academies is also declining. Further, the competition among universities for gifted minority students and women has never been sharper. Nor have options available to outstanding scholars and scholar athletes ever been more available. In this environment, extending the ADSO makes the Academy option less attractive -- and is therefore actually counterproductive.

An alternative which retains the eight year service commitment, allows Service Secretaries flexibility to meet quantitative and qualitative officer requirements, and enhances the attractiveness of the Academy option for qualified high school students is: "Four and Four." This option would require that Academy graduates serve a minimum of four years on active duty. Upon completion of this obligation, any graduate choosing to leave active service could be ordered to serve four additional years in the Reserve Components. For the Army, with its great and growing stake in the readiness of its Reserve Components, this option could well have a major operational impact over time.

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

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.

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.

Note to the following "Open Letter to the Conferees in the National Defense Authorization Act for Fiscal Years 1990 and 1991."

The issue of a proposed increase to 6 years in the service obligation of service academy graduates surfaced while the USMA Board of Visitors was in session at West Point. The following letter opposing the increase was sent by the Board to members of the Conference Committee.



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."

... 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 GRADUATE SERVICE OBLIGATION

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

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

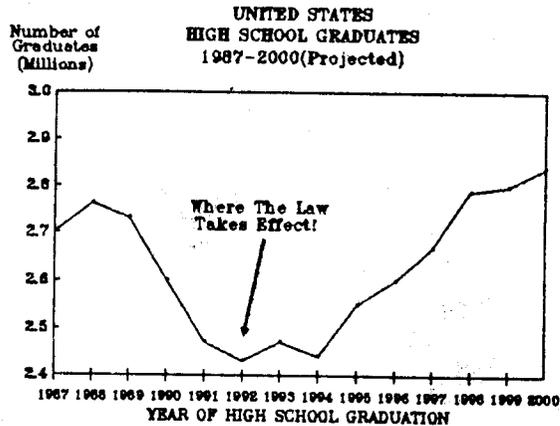
2 OUR CHALLENGE IS TO ATTRACT AND ENROLL QUALITY
CANDIDATES, TO DEVELOP THEM AS LEADERS OF CHARACTER,
AND TO INSPIRE THEM TO SERVE.

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)



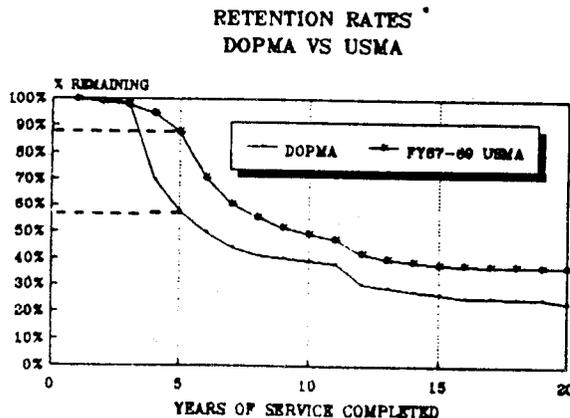
RECENT INFORMATION FROM USNA:

- THE RATIO OF QUALIFIED CANDIDATES TO APPOINTEES IS 1.68
- 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.



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

CHANGE TO LAW

- 10 USCS - 4345
- CONGRESSIONAL RECORD - SENATE
- DEFENSE AUTHORIZATION ACT
- PROPOSED FOUR AND FOUR
 - DIMISHED THREAT
 - STRENGTH REDUCTION
 - GREATER RELIANCE ON RESERVES
 - PROMOTION TIMING
 - BALANCED APPROACH FOR TOTAL FORCE
- REP McMILLAN
 - PROPOSED ROLL BACK OF ADSO TO 5 YEARS

ARMY—TRAINING

enactment on Sept. 24, 1983, as provided by § 1004(d)(2) of such Act, which appears as 10 USCS § 4344 note. It provided for selection of Filipinos to receive instruction at the United States Military Academy.

Other provisions:

Application of repeal. For provisions as to the application of the repeal of this section, see Act Sept. 24, 1983, P. L. 98-94, Title X, Part A, § 1004(d)(2), 97 Stat. 660, which appears as 10 USCS § 4344 note.

§ 4348. Cadets: agreement to serve as officer

- (a) Each cadet shall sign an agreement with respect to the cadet's length of service in the armed forces. The agreement shall provide that the cadet agrees to the following:
- (1) That the cadet will complete the course of instruction at the Academy.
 - (2) That upon graduation from the Academy the cadet—
 - (A) will accept an appointment, if tendered, as a commissioned officer of the Regular Army or the Regular Air Force; and ~~§ 1X~~
 - (B) will serve on active duty for at least five years immediately after such appointment.
 - (3) That if an appointment described in paragraph (2) is not tendered or if the cadet is permitted to resign as a regular officer before completion of the commissioned service obligation of the cadet, the cadet—
 - (A) will accept an appointment as a commissioned officer as a Reserve for service in the Army Reserve or the Air Force Reserve; and
 - (B) will remain in that reserve component until completion of the commissioned service obligation of the cadet.
- (b)(1) The Secretary of the Army may transfer to the Army Reserve, and may order to active duty for such period of time as the Secretary prescribes (but not to exceed four years), a cadet who breaches an agreement under subsection (a). The period of time for which a cadet is ordered to active duty under this paragraph may be determined without regard to section 651(a) of this title [10 USCS § 651(a)].
- (2) A cadet who is transferred to the Army Reserve under paragraph (1) shall be transferred in an appropriate enlisted grade or rating, as determined by the Secretary.
 - (3) For the purposes of paragraph (1), a cadet shall be considered to have breached an agreement under subsection (a) if the cadet is separated from the Academy under circumstances which the Secretary determines constitute a breach by the cadet of the cadet's agreement to complete the course of instruction at the Academy and accept an appointment as a commissioned officer upon graduation from the Academy.
- (c) The Secretary of the Army shall prescribe regulations to carry out this section. Those regulations shall include—
- (1) standards for determining what constitutes, for the purpose of subsection (b), a breach of an agreement under subsection (a);
 - (2) procedures for determining whether such a breach has occurred; and
 - (3) standards for determining the period of time for which a person may be ordered to serve on active duty under subsection (b).
- (d) In this section, "commissioned service obligation", with respect to an officer who is a graduate of the Academy, means the period beginning on the date of the officer's appointment as a commissioned officer and ending on the sixth anniversary of such appointment or, at the discretion of the Secretary of Defense, any later date up to the eighth anniversary of such appointment.
- (e)(1) This section does not apply to a cadet who is not a citizen or national of the United States.
- (2) In the case of a cadet who is a minor and who has parents or a guardian, the cadet may sign the agreement required by subsection (a) only with the consent of a parent or guardian.
- (As amended Oct. 19, 1984, P. L. 98-525, Title V, Part D, §§ 541(a), 542(b), 98 Stat. 2529; Nov. 8, 1985, P. L. 99-145, Title V, Part B, § 512(a), 99 Stat. 623.)

HISTORY; ANCILLARY LAWS AND DIRECTIVES

Amendments:

1984. Act Oct. 19, 1984, in subsec. (a), in the introductory matter, deleted " unless sooner separated," following "agreement that", in para. (1), inserted "unless sooner separated from the Academy," in paras. (2) and (3), inserted " unless sooner separated from the service." For the application of such amendment, see § 541(d) of such Act, which appears as a note to this section. Section 542(b) of such Act, in subsec. (a)(3), substituted "at least the sixth anniversary and, at the direction of the Secretary of Defense, up to the eighth anniversary" for "the sixth anniversary".

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guished attorney general of our State, Neil Hartigan, questioning what the base commission has done. I want to say, so far as my expression of my legislative intention in this regard is concerned, that these documents I have put in the RECORD, this statement I have made, every hearing we held this year, it is my intention, as one member of the United States Senate, to show that in my view the base commission effort is flawed, grievously flawed, and that Chanute Air Force Base was not properly ranked but deserved to be ranked higher and not closed under any fair application of the formula the base commission itself employed.

I congratulate my colleague for his efforts and his amendment today which I support. I yield the floor.

Mr. SIMON. Mr. President, I wish to thank my colleague from Illinois, Senator DIXON, and my colleague from Arizona, Senator McCAIN, for their support and their concern here.

I do not mean to interrupt the dialog that is going on on the floor over there, but I would like to just ask the chairman of the full committee one question if he would yield. I want to thank him for his courtesies. I do not mean to imply that he is supporting my amendment.

But if I could ask the chairman of the full committee this: Even though that amendment is not pending immediately, does the chairman of the full Armed Services Committee agree, in view of what the Comptroller General has said, that where there are significant errors that the Pentagon ought to review this whole matter of what bases ought to be closed.

Mr. NUNN. I would say to my friend from Illinois—and I have talked to both Senators from Illinois about this—I believe the Department of Defense has an obligation, if the General Accounting Office finds serious error—and I think they may have issued a tentative or interim report saying there was serious error in the case of one or two bases—the Department of Defense has an obligation to go back and review those, determine if that serious error was indeed an error that was determinative or largely determinative in terms of making that decision.

I think the Secretary of Defense has that obligation to the people who live in that area, as well as to the military services themselves, making sure that the base closed is indeed a rational and logical choice for the national security of our country.

So I would agree with the sentiments of the Senator. I do disagree with the amendment because it holds up the whole process. I think if we have one exception, the package unwinds, and that is the difficulty that we are in.

So I certainly understand the Senator's position. The Senator from Illinois (Mr. Dixon) and I talked on many occasions, since he is on our sub-

committee, about this, and I talked to Senator SIMON on many occasions.

I would have to oppose the amendment, but I do believe the point is well made.

Mr. SIMON. I thank the chairman of the committee. Let me just add, I will get a communication to the Secretary of Defense, in closing this dialog, urging that he review this immediately.

I yield the floor.

AMENDMENT NO. 595

Mr. LOTT. Mr. President, I have an amendment at the desk, amendment No. 595, and I ask for its immediate consideration.

The PRESIDING OFFICER. The amendment will be stated.

The bill clerk read as follows:

The Senator from Mississippi (Mr. LOTT) proposes an amendment numbered 595.

Mr. LOTT. Mr. President, I ask unanimous consent that reading of the amendment be dispensed with.

The PRESIDING OFFICER. Without objection, it is so ordered.

The amendment is as follows:

On page 118 of the bill, strike out lines 10 through 18 and insert in lieu thereof the following:

(b) UNITED STATES MILITARY ACADEMY.—Section 4348(a)(2)(B) of such title is amended by striking out "five years" and inserting in lieu thereof "six years".

(c) UNITED STATES NAVAL ACADEMY.—Section 6859(a)(2)(B) of such title is amended by striking out "five years" and inserting in lieu thereof "six years".

(d) UNITED STATES AIR FORCE ACADEMY.—Section 9348 of such title is amended by striking out "five years" and inserting in lieu thereof "six years".

Mr. LOTT. Mr. President, let me clarify what the purpose of this amendment is.

There is language in the bill that would require that the young men and women who go to our service academies would have to serve 8 years after graduation instead of the present 5 years. My intent would be to knock out that 8-year requirement. I think that the present 5-year requirement for students who go to our academies is certainly adequate.

I have found, as I talked to members of the committee and to other Members of the Senate, that there is a general lack of awareness that this language is in the legislation. I am really concerned that we are making a mistake; that there is going to be a self-inflicted wound here that could have a negative impact on our service academies and on our career officers who may or may not go to those academies.

So my intent here today is to generate some discussion about this because I have found that there have not been hearings in the Armed Services Committee; that we have not really looked at the impact that this might have on the quality of the students who would go to our academies and whether or not they would go to our academies under these circumstances.

As a matter of fact, what we are making them to do under the new 8-

year requirement in the bill, is really asking 12 years. We are really saying to those students who go to our service academies that they must make a commitment to serve until they are 30 or so if they accept the opportunity to go to one of the service academies.

I have also been very surprised to find that, while this language is in the bill, and while there have been no hearings, the Department of Defense is opposed to this extension and the service Secretaries have major concerns about what the impact of this change would be.

So, should we at least allow the Department of Defense to express its views in the light of day and fully look into all of the ramifications that this very significant change would have? Should we get the opinions of the service Secretaries, the service chiefs, and the superintendents of our academies?

I did talk to the superintendent of one of the academies this week. And expressed real concern that we have not thought this through enough.

So I think we are making a mistake. At the very minimum, we should give a lot more thought and deliberation to whether this proposed change should be made. I understand the argument is going to be made that we put a tremendous investment in these young men and women that we send to the academies—well over \$100,000. Maybe even more. I recognize that. And it is a great opportunity.

But I think we also need to consider what these changes will mean in terms of the quality of the students we attract to the academies.

For instance, we all know that we are on the verge of a major decline in the availability of high school graduates in the next decade. There will be a smaller pool that we are going to be selecting from. It is going to be a tougher market.

A young student graduating from high school somewhere in the United States, a superior student, a physically well-qualified student, has an opportunity to go to the University of Mississippi on a career scholarship with all expenses paid. Perhaps he or she has the opportunity to go to the University of Virginia with expenses paid, and has the opportunity to attend one of the service academies.

The option is to go to these three fine institutions, two of them with no expenses, to receive a quality education, and then, on the one hand, to go right out into the private sector or into Government; or, on the other hand, to make a 12-year commitment, perhaps, to go to one of the academies—I think we are going to lose some of the best and brightest of our youth.

Several of my colleagues say we do not have any shortage of applicants for the academies. No, we do not. But the Pentagon points out that there are approximately 15 applicants for every

service academy appointment. But there are only two applicants who are fully qualified physically, intellectually and emotionally accepted for appointment. And those numbers may decline.

Some will argue that this is a tremendous education, that we are investing a lot of money in these students. At present we only require a 5-year commitment for the 4 years of education. But now we are talking about increasing it to 8 years? Would my colleagues consider 6? Or 7?

I should also note that the House did not propose to change this language. They left the 5-year obligation as it is.

There is another important point I would like to make. Once someone goes to an academy, they have not then made an absolute commitment to the full 9 years or, under the bill, 12 years. After 2 years, a student has the option, when he or she is 19 or 20 or 21, to leave the academy, at no expense, no obligation to the student, and go to some other institution.

After 2 years a student, who may have gone to the Naval Academy or West Point, may decide this is too tough; that this is worse than I expected. And therefore I will transfer to the University of Massachusetts or someplace else. There is no obligation.

So I think we need to weigh all of this. The academies, after all, are not always a bed of roses to begin with. And I think we are going to wind up discouraging students here.

So I hope my colleagues will, first of all, be one notice that this language is in there. I think it is fundamentally unfair. We are not giving them extra pilot training. We are not training them to be doctors. This is a 4-year basic education and we are going to ask them to give 2 years for every 1 they go the Academy?

I think it is too much. I do not think we have looked into it. And I think it is going to hurt our academies in many ways. I think we should invite the interested and involved persons at the Pentagon and the service academies to come and in let us hear what they have to say.

I urge my friends here in the Senate to look carefully at this language and let us not go to 8 years. In fact, I do not think we ought to change it from even 5 years but certainly we should not make this quantum leap without having looked into what the impact would be and what we are trying to do. I will yield at this time. Perhaps I will speak further.

THE PRESIDING OFFICER. Is there further debate on the amendment? The Senator from Ohio.

MR. GLENN. Mr. President, regrettably I have to rise in opposition to my distinguished friend from Mississippi on this particular issue. Contrary to what he just indicated, we did bring this up in hearings and we did discuss it in hearings.

So this was not brought up in the dead of night. We discussed it. He is correct, we did not have a completely separate hearing just on this subject but we brought it up and discussed it, along with several other things, with all of the military personnel chiefs before the Manpower Subcommittee.

So it was indeed considered. They were sort of noncommittal on this, as a matter of fact. They had some concerns about it but they were not really opposed to it. Neither did they really get on it and support it.

The argument we made for it in committee was that they did not really oppose it so it was sort of a noncommittal approach. I could not characterize it any more than that.

Mr. President, under the current law, graduates of the military service academies are required to serve on active duty for 5 years immediately after graduation. That was put into effect in 1964. Before then the requirement was just 3 years.

The extension of active duty service commitment for graduates of the service academies was put up, at that time, for one reason and that reason is why I would put it up now. The services have had trouble obtaining volunteers from their graduates to enter aviation, nuclear, and other training-intensive career fields, just because of the additional active duty service obligations they would incur as a result of training.

I know the distinguished Senator from Mississippi can say well, that just proves that they do not want to make an extended commitment. And that is probably true. But I would respond very directly that we have one purpose for those military service academies.

It is not just to provide a nice casual campus for kids to go to school in for 4 years. What we are doing is spending a lot of taxpayer money to get career military officers. They get special training; they get special leadership training; they are given special experiences that you never get at a conventional college or university. They are supposed to be producing at the academies professional career military officers.

I do not think there is any problem at all with an 8-year active duty service commitment, and making it very clear right up front that we are spending a lot of money on these people to get career officers. We spend at least a quarter of a million dollars just getting a graduate out. That is just in direct expenses. All the indirect expenses, I would guess, is maybe several times over that.

Cadets receive 4 years of the finest college education this country has to offer. They get all their clothing; they get all their food; they get all their shelter, and they are paid \$525 a month while they are getting that experience and that training. They travel to foreign countries during the summer. They have a guaranteed job upon graduation.

I do not feel it is too much at all to ask that if young persons get that kind of treatment from their country that they return 2 years of service for each year of their training that they get at the Military Academy.

Let me take a different tack on this. The ROTC graduates, those who go to regular colleges and universities, probably go to schools like Ole' Miss. They probably have a ROTC unit at Ole' Miss. What is the cost? It is far less cost to the taxpayer, yet they incur a 4-year active duty service commitment at the end of their college days. They are Reserve officers. Academy graduates are commissioned as regular career officers. Four years difference in commitments, to me, makes a lot of sense.

One argument against extending the commitments from 5 to 8 years is it would make it difficult to recruit quality high school graduates for the academies. However, Mr. President, that argument to me does not hold much water. I can give you my own experience in Ohio. I get somewhere around 1,100 to 1,500 applicants each year who want to go to one of the service academies. I believe that I am permitted—I am not sure of my allotment—I believe I am permitted to have five appointments to each academy at any one time. I believe that is what it is: I should have looked that up before I came to the floor, but I did not. So that means I have each year maybe, what, a dozen or so appointments combined for all of the service academies? Something like that. It varies. Maybe as a cadet drops out I have to replace him. So it varies up and down a little bit from year to year.

For that dozen or so I get each year, I have 1,300 to 1,500 applicants. I can tell you these are some of the outstanding young people in Ohio who apply for these academy positions.

The fact that we would have to say go down to the second or third one does not make a whit of difference to me if that person is committed and is committed to staying in the service as a career. And that is what we are paying for, and that is what we are supposed to be getting.

Let me just add one other element here, and I will not stress this one. The one thing that was brought up to me was that some people are saying if we make it an 8-year active duty service obligation, we may have difficulty recruiting top athletes for football and basketball. Well, would that not just be too bad? Would that not just be a shame if our service academies were not able to be a training ground for the National Basketball Association and the National Football League, or whatever? These kids are being trained. These young men and women are being trained to be career service officers.

Some of them decide to opt out over a period of time. If they cannot make that decision at the time they are ap-

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plying to stay for the full time. Well, that is tough; that is too bad. We will say, OK, the taxpayers will not expend all this money on them, will not give them all the training, will not pay them \$525 a month, will not give them food, shelter, uniforms, everything—all expenses.

So the athlete thing to me—I am very sensitive to. I played football and basketball when I was in high school and college. I enjoyed it. I think it was formative for me in those years. I refuse to accept that as a reason why we should not be increasing the requirement for all students, including athletes. I do not see that as a major reason for not doing this. I am sure the Senator from Mississippi does not have that as an argument. He did not mention that earlier, but it has been mentioned to me by some other people.

One other factor here is this: This requirement does not apply—so it will not be misunderstood—it does not apply to a single person in the academies now. It does not apply to a single person who would be entering one of the academies this fall. It would only take effect with the incoming classes in the academies in 1991. In other words, everyone in the pipeline now, who is accepted and in the pipeline now is grandfathered. They would not be affected by this. We are not pulling the rug out and changing the ground rules in the middle of the game for those in the academies now.

For people coming in beyond that period of time, I think it is only right and fair. Right now, 60 percent or so of the academy graduates make a career of it—I want to see that percentage up. I think the American people deserve that for the expenditures we are making. These academies are there to provide career military officers, and that is what we should be stressing. That is the reason why, after addressing this in hearings, that we put this up to an 8-year requirement.

Mr. WARNER. Will the Senator yield for a question?

Mr. GLENN. Certainly.

Mr. WARNER. When I was privileged to work with the Department of Navy, this was an issue that was frequently considered. The Senator from Ohio brings up very legitimate reasons, as so does the Senator from Mississippi. The concern I have is that, we are seeing a shrinking of the demographic pool of young men and women available not only for the service academies but, indeed, as the Senator from Mississippi pointed out, I believe for just recruiting across the board.

My problem with this whole situation is if we suddenly leap to 8 without having allowed those individuals in the Department of Defense, primarily the personnel chiefs of the three departments, to come in and advise us on what is the likely impact on the pool of individuals that will continue to seek these nominations. This is what

concerns me, why I would suggest either we readdress this problem in a very broad hearing or move ahead, as the Senator from Mississippi has suggested, maybe just a year at a time toward the goal sought by the Senator from Ohio.

Mr. GLENN. Let me say to my good friend from Virginia that we did have this in hearings. We did not have separate hearings just on this subject. It was brought up in hearings and discussed with the service personnel chiefs at a Manpower Subcommittee hearing along with other things. We did have a considerable discussion on this. It was not without hearings.

Mr. WARNER. What was the testimony, Mr. President?

Mr. GLENN. The testimony was that they were sort of noncommittal on the whole thing. There was not serious opposition to it. No one was advocating it, but no one was seriously against it either.

Mr. WARNER. Mr. President, it seems to me this is a matter of vital importance, not only to overall national defense but, indeed, to every Member of the U.S. Congress who, in turn, makes these nominations. We are fortunate in the last few years to have the finest and the best come forward. Suddenly that 8 years, I would like to know from the experts, I would like to hear from the chief of personnel of the U.S. Navy, I would like to have the chief of personnel in the Army to come in and say to me, "Senator, here is what will happen if we go from 5 to 6, 6 to 7, from 7 to 8, and we are dealing with an issue that affects every Member of the U.S. Congress now because we are fortunately given the responsibility to make nominations to these academies. Frankly, I at this time, consider the amendment of the Senator from Mississippi as being the best solution to this problem."

Mr. GLENN. Mr. President, I do not know what the intent of the Senator from Mississippi is, whether he is going to push to a vote on this or not. I would say, the House does not have a provision like this, I do not believe it is in the House bill.

It will be a conferenceable item. We will be glad to discuss this at that time. Also I point out to my friend from Virginia that this does not go into effect until 1991. And if there are serious objections to this, we certainly have time enough to alter it. But they expressed little or no opposition to it when we had this up in one of our hearings.

I do not find any problem at all with saying that the academies are there to provide career officers. They are not there as another small liberal arts colleges. We are committing major sums of money on these young people. We want the career officer cadre to come from those academies because they get special training. They are trained to lead. That is what we are up against as we lose almost half of those people that are just there to get an education,

do their minimum commitment and out. That trend should be reversed. We are reversing a lot of requirements and I find no difficulty whatever that a young person who wants to get this from the taxpayers of our country should expect them to make a commitment. I have no problem whatsoever saying that that should be a two for one commitment. That is the reason for the 8 years beyond graduation requirement.

Mr. WARNER. Mr. President, I say to my friend from Ohio that we are dealing with young men and women 17 or 18 years old. Let us go back ourselves. The fine Senator served in the U.S. Marine Corps. I was privileged to serve. But let us try to go back to when we were 17 or 18. If we were looking at a commitment of 3 years of our life at that time—of course, it was slightly different because World War II was on when we first entered the service, but looking at 8 years that stand there as a very formidable block, it concerns me that some of the best and the finest might decide not to make that commitment.

As to the second point that this does not become effective until, whatever it was, 1991, the word will pass across America. It will be in every high school, every preparatory school very quickly, the figure 8. It may not be associated with any particular year but the word will be out that it is 8 years. And that will start the thinking process of many I think in reverse at a time when the demographics indicate that we need to do everything we can to encourage these young men and women to consider to come to the academies.

Mr. GLENN. I hope that is exactly the word that goes out. The word that goes out is it is 8 years and we do not want people who are just looking for a way station to decide what they want to do. We are not looking for those who want the first couple years at the academy at the taxpayers' expense. We want young people who say, yes, I want to go for a career. That is what this is about. The purpose of the academy is to provide a service academy education that leads to a career in the military. There will be some people who will serve the minimum commitment and drop out. That is for sure.

I hope that is exactly what happens, that there is an 8-year commitment, that that word does go out so the young people who sign up or apply in my home State of Ohio, or wherever across this country, are serious about it and are not just taking a dilettante attitude of, "Well, I will go in for a couple years; if I do not like it, that will be all right, I will get out. It will be a nice experience for a little while."

That is not what the service academies are for and that is not what the American people expect out of their service academies. So I have no problem whatsoever with an 8-year requirement. That just means that for every

year of free college, a stipend of \$525 a month, of clothing, food, shelter, travel, guaranteed job, that on graduation we require a 2-year commitment for each year of that kind of specialized career officer treatment that our young people are getting at the academies.

Mr. LOTT. Mr. President, if I could comment further on some of the points that have been made, while this issue was discussed briefly as I understand it at the subcommittee level, I think that you would have to say it certainly was not a complete hearing. And while at that point the service representatives may not have indicated a lot of opposition to jumping to 8 years, there is no question now that OSD, DOD, and the service superintendents are opposed to this 8 years and have a great deal of concern and a growing concern about what this legislation proposes to do.

I am not on the board of visitors of any academy. This was really brought to my attention by members of the board of visitors and by others on behalf of the Department of Defense. We are really shocked that we are going to make this jump without more consideration. So I really wonder what the impetus was. I certainly know that the Senator from Ohio has had a great career; that he is very experienced and knowledgeable, and maybe all the impetus we needed was his knowledge and feeling that we are investing a significant amount of money in these young students and therefore we should have a right to require more from them.

But let me make one point. For instance, the Senator mentioned ROTC. I participated in the Air Force ROTC a few years ago. Let me give an example. If you go to an ROTC 4-year program at MIT, you could have a pretty good education and yet you would only be committed to 5 years. Conversely, if you go to the 4 years of the service academy, under the language in the bill you would then incur an 8-year commitment.

So again, I think there is too much of a difference there. Yes, we want career officers, but also we are looking for young officers who will make a 5-year commitment or longer perhaps. I do not think we can expect them all to make a lifetime commitment when they are 17 years old.

Right here on the floor this very afternoon I had one Senator come over and say, "I have a young man that may be looking at an academy, but if he is looking at maybe making a 12-year commitment, I doubt that he will make that decision; he may not opt to do it, even though he is physically and mentally qualified to do it."

A young man within the very hour came up to me and said, "I am interested in the Naval Academy, but if I am looking at a 12-year commitment, 4 years at the academy and then 8 years, I am just not sure I would want to do that."

Now, I understand and I would support anything that is in the bill dealing with aviators or people in the nuclear field. That is highly specialized training. An additional commitment for them is understandable, and I support that. There is language in this bill, as I understand it, dealing with aviators. So I have no problem with those specialized requirements.

But we are talking about the 4-year basic service academy jumping from 5 years to 8 years. I think it would be a big mistake. I would like to at least know a lot more about what the people who are involved think about it.

I do not want to take a lot more time. I am hoping that we will not be here again at 1 o'clock in the morning. But I really felt strongly we should get an airing on this.

The amendment at the desk says it would go to 8 years. I wonder if the Senator from Ohio would be willing to accept a voice vote on that 6-year amendment and we could go to conference and it would be conferenceable then. We could have a further discussion about it. But certainly we would be going from a more reasonable point. I really do not want to raise it to that. I think 5 years is enough.

But accepting some of the arguments, wanting to get it addressed further, I wonder, for the sake of the Senate and to have this discussed further, if the Senator would accept a voice vote on that amendment as it now stands.

Mr. GLINN. I tell the Senator I would be glad to bring this up in conference—the House does not have a similar provision—the Senator could make the same arguments and let the whole conference make a decision on it, which they will do anyway.

But let me add one thing. The Senator mentioned the ROTC graduates go on 4 years of active duty. We are talking about people at a regular civilian college or university and many of them even living at home. If they happen to have a home in that same town, living at home, their college education, true, is paid for. They are required to have a 4-year commitment. Four years of active duty just for ROTC. Right now the only extra commitment for 4 years at full expense to the taxpayer for everything and all the additional expense for an academy graduate is only 1 additional year beyond the ROTC requirement.

Now, that is hardly a big sacrifice as I see it. And so I would say to my friend from Mississippi, I would be glad to bring this up in conference. We can talk about it there, but I would not want to agree to a 6-year commitment now. We considered this at some length. I would prefer to stay with the 8 years.

Mr. LOTT. Mr. President, I am prepared to move to the yeas and nays. I will withhold if there is any opportunity for a voice vote. If not, at this

point I think it would be fair to ask for the yeas and nays.

I want to touch just briefly on ROTC. I understand it is 4 years, not 5. If you can get 4 years in education at Princeton or Stanford, you have only a 4-year commitment. I do not know about living at home. But in my part of the country, you have to go to the University of Mississippi or Auburn to be in a Naval ROTC. Very few people live in Oxford, MS or Auburn, AL. So you cannot live at home. But I do not want to belabor that point.

Mr. HATFIELD addressed the Chair.

The PRESIDING OFFICER. The Senator from Oregon.

Mr. HATFIELD. Mr. President, 23 years have passed since I first arrived in the Senate, a former Governor who came to Washington determined to extricate American boys from the chaos and confusion into which this country—wrongly in my view—had sent them in Southeast Asia. Those were difficult times for the Nation—and difficult times for me personally.

In the early years, I found myself in a very small minority. We would give our speeches and cast our votes—and every day, more young people were coming home in body bags and wheel chairs.

A couple years later, when the administration began to have problems getting the money it wanted from Congress to prosecute the war, people began to talk about a peace dividend. If we can just win this thing, they would say, there will be a peace dividend for the Nation—money to spend here at home, money which will help wind down the giant war economy. Victory is right around the corner. Light is at the end of the tunnel.

In 1970—before some of the interns now working in my office were even born—I rose on this floor to question this peace dividend idea, to express my doubts about this notion that we would one day begin to rechannel our resources—not away from a strong national defense, but toward a more comprehensive, more human, definition of it. Few people listened—then. People wanted to believe that victory was right around the corner, and they wanted to believe that our massive war spending would one day end. And so—at least for a couple more years—the money kept flowing into the military.

Mr. President, from the Revolutionary War to the Civil War to the Spanish-American War through World War I, through World War II, through Korea, through Vietnam, and through the cold wars in between: At no time did the spending for military purposes reduce or diminish after those wars. They reached a peak during a war, and then remained at that peak following the war. No build down—only a build up. And no peace dividend, Mr. President. None at all.

DEFENSE AUTHORIZATION ACT

(2) an abbreviated course to update leadership training, knowledge of doctrine, and tactical skills.

(c) **PLAN.**—(1) The Secretary of the Army shall submit to the Committees on Armed Services of the Senate and House of Representatives a plan to use State and National Guard Bureau regional academies by October 1, 1993, to provide the portion of the Reserve Component Noncommissioned Officers Education System specifically related to military occupational specialties. Such plan shall also identify personnel, funds, and other resources required to implement the plan.

(2) The Secretary of the Army shall submit the plan required by paragraph (1) not later than April 1, 1990.

(d) **AMENDMENT.**—Section 523 of Public Law 100-456 (102 Stat. 1974) is amended by striking out "shall" in subsections (a) and (c) and inserting in lieu thereof "may, at the technician's option,".

PART B—OTHER MATTERS

SEC. 511. INCREASE IN SERVICE OBLIGATION FOR GRADUATES OF THE SERVICE ACADEMIES AND THE UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES

(a) **UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES.**—Section 2114(b) of title 10, United States Code, is amended by striking out "seven years" in the fourth sentence and inserting in lieu thereof "10 years".

(b) **MILITARY ACADEMY.**—Section 4348(a)(2)(B) of such title is amended by striking out "five years" and inserting in lieu thereof "six years".

(c) **NAVAL ACADEMY.**—Section 6959(a)(2)(B) of such title is amended by striking out "five years" and inserting in lieu thereof "six years".

(d) **AIR FORCE ACADEMY.**—Section 9348 of such title is amended by striking out "five years" and inserting in lieu thereof "six years".

(e) **EFFECTIVE DATE.**—The amendments made by this section shall apply to persons who are first admitted to the Uniformed Services University of the Health Sciences or one of the military service academies after December 31, 1991.

SEC. 512. EXTENSION OF AUTHORITY TO MAKE TEMPORARY PROMOTIONS OF CERTAIN NAVY LIEUTENANTS

(a) **THREE-YEAR EXTENSION.**—Section 5721(f) of title 10, United States Code, is amended by striking out "September 30, 1989" and inserting in lieu thereof "September 30, 1992".

(b) **SAVINGS PROVISION.**—(1) The Secretary of the Navy shall provide, in the case of an officer appointed to the grade of lieutenant commander on or after the date of the enactment of this Act under an appointment described in paragraph (2), that the date of rank of such officer under that appointment shall be the date of rank that would have applied to the appointment had the authority referred to in that paragraph not lapsed.

(2) An appointment referred to in paragraph (1) is an appointment under 5721 of title 10, United States Code, that (as determined by the Secretary of the Navy) would have been made during the period beginning on October 1, 1989, and ending on the date of the enactment of this Act had the authority to make appointments under that section not lapsed during such period.

DEFENSE AUTHORIZATION ACT

Two-year program of special unit assignment pay for enlisted members of the Selected Reserve (sec. 505)

The Senate amendment contained a provision (sec. 506) that would authorize a special unit assignment pay for selected Reserve enlisted personnel assigned to high priority units on a 2-year test basis. The pay would be limited to \$10.00 for each period of training.

The House bill contained no similar provision.

The House recesses.

Military education of civilian technicians of the Army National Guard (sec. 506)

The House bill contained a provision (sec. 510) that would prohibit the denial of promotions to Army National Guard civilian technicians because of failure to attend battle skills courses in those cases where the technician requested but was denied attendance within one year of the request. The House provision would also require the Secretary of the Army to submit a plan to the Committees on Armed Services of the Senate and House of Representatives by April 1, 1990 to use regional and state academies to provide the portion of the Reserve Component Noncommissioned Officers Education System related to military occupational specialties.

The Senate amendment contained no similar provision.

The Senate recesses.

PART B—OTHER MATTERS

LEGISLATIVE PROVISION ADOPTED

Increase in service obligation for graduates of the Service academies and the Uniformed Services University of the Health Sciences (sec. 511)

The Senate amendment contained a provision (sec. 551) that would increase the active duty service obligations of graduates of the Uniformed Services University of Health Sciences from seven years to ten years and of the graduates of the Service academies from five years to six years. The increased obligations would apply to persons who are first admitted to these institutions after December 31, 1990.

The House bill contained no similar provision.

The House recesses with an amendment that would apply these increased obligations to persons first admitted to these institutions after December 31, 1991.

Extension of authority to make temporary promotions of certain Navy lieutenants (sec. 512)

The House bill contained a provision (sec. 504) that would extend to September 30, 1992, the authority for the Navy to make temporary promotions of certain Navy lieutenants who possess skills for which critical shortages exist and who are serving in positions requiring a higher grade.

The Senate amendment (sec. 553(a)) would make this authority permanent.

The Senate recesses.

As a result of improvement in relations between the United States and the Soviet Union, the perceived threat of conventional war has greatly diminished. This has led to reassessment of the role of US Army forces in Europe -- many agree that significant reductions in the active component of the Armed Forces are in the offing.

Today, the Armed Services are preparing for a reduction in the size of their forces that will be achieved through increased separations and fewer accessions (new lieutenants). The Service Secretaries are exercising their authority under law to reduce the number of officers and soldiers on active duty.

Reductions in active duty strength dictate even greater reliance on the reserve components. Thus, quantitative actions which provide defense savings must preserve the quality of the total deterrent force. A key factor is leadership in the reserve elements.

In this light, the law affecting the duty obligation for Academy graduates should be amended to reflect a minimum of eight years of total service. This change provides for at least four years of active duty followed by up to four years of reserve duty. It is consistent with active component promotion timing to Captain (O-3), allows for flexibility in terms of retention and separation of officers as the Army's needs dictate, and supports the reserve components by providing additional high quality officer leadership in the company grades.

To extend the active service obligation at a time when strength is being reduced, promotion rates are very low, and accessions have been cut significantly is counterproductive and unwarranted. The four and four approach is a balanced approach which is good for retention and recruiting of quality officers for the total force.

Proposed Amendment to
Title 10, United States Code,
Section 4348(a) (2) (B)

Section 4348(a) (2) (B) of Title 10, United States Code, is amended by striking out "six years" and inserting in lieu thereof "four years."

Section 4348(d) of Title 10, United States Code, is amended by striking out "sixth" and inserting in lieu thereof "fourth".

Proposed Amendment to
Title 10, United States Code,
Section 4348(a) (2) (B)

Section 4348. Cadets: agreement to serve as officer

(a) Each cadet shall sign an agreement with respect to the cadet's length of service in the armed forces. The agreement shall provide that the cadet agrees to the following:

(1) That the cadet will complete the course of instruction at the Academy.

(2) That upon graduation from the Academy the cadet--

(A) will accept an appointment, if tendered, as a commissioned officer of the Regular Army or the Regular Air Force; and

(B) will serve on active duty for at least four years immediately after such appointment.

(3) That if an appointment described in paragraph (2) is not tendered or if the cadet is permitted to resign as a regular officer before completion of the commissioned service obligation of the cadet, the cadet--

(A) will accept an appointment as a commissioned officer as a Reserve for service in the Army Reserve or the Air Force Reserve; and

(B) will remain in that reserve component until completion of the commissioned service obligation of the cadet.

(d) In this section, "commissioned service obligation", with respect to an officer who is a graduate of the Academy, means the period beginning on the date of the officer's appointment as a commissioned officer and ending on the fourth anniversary of such appointment or, at the discretion of the Secretary of Defense, any later date up to the eighth anniversary of such appointment.

Bill would cut obligation for academy grads

By PETER KHOURY
Staff Writer

Rep. Tom McMillen yesterday introduced legislation that would roll back a planned increase in the duty obligation of service academy graduates from six years to five.

The congressman, a member of the Naval Academy's Board of Visitors, cited the need to maintain applicant quality and the lack of debate over the six-year requirement as reasons for the bill.

Without the bill, the six-year obligation will go into effect for students enrolling in 1992.

"They'll have to lower their standards to attract people because of the six-year standard," said Rep. McMillen, D-Anne Arundel. "It would have a particularly damaging effect on academies' ability to recruit minorities, he said.

Rep. McMillen's action in the House came the day after the spring Board of Visitors meeting, which included what the congressman described as "a lively discussion" on the duty obligation issue.

Among those present was Sen. John McCain, R-Arizona, a Naval Academy graduate and a Board of Visitors member.

Sen. McCain, who supported the increase to six years, is open to efforts to ensure the quality of academy graduates, said Scott Celley, his press secretary.

"Providing individuals who can serve and serve well is what his final goal is," Celley said. He added that the senator feels Rep. McMillen's proposal should be considered, and hopes there will be hearings on it and other proposals.

The overall duty obligation question is expected to come up next

McMillen wants 5 years, not 6

year in the Senate, Celley said.

The change from a five-year to a six-year obligation was included in a little-known amendment to the fiscal 1990 federal defense budget, which was approved in 1989. A proposal by former Marine colonel and astronaut Sen. John Glenn, D-Ohio, would have increased it to eight years.

Supporters of extended service cited dropout rates after the required obligation, saying the country should expect more of a return on its investment.

But service academy officials have defended performance and career service rates among graduates. At a Senate subcommittee hearing earlier this month, several expressed concern that extended service requirements might decrease the number of qualified applicants.

Naval Academy Superintendent Rear Adm. Virgil L. Hill Jr. said at the hearing that more than 50 percent of academy graduates are still active in the military eight years after graduation.

Rear Adm. Hill hosted Monday's Board of Visitors meeting.

During the Senate hearing, he was unsure what effect the six-year re-

quirement would have. However, he said, a survey showed 15 percent of the current midshipmen said they would not have applied to the academy if the requirement had been six years.

Applications this year decreased 17 percent, he said.

"My worry is that the number of qualified applicants will decrease to the point that we will have just the bare minimum required in order to make the number of qualified officers," he said at the hearing.

Academy officials had not seen Rep. McMillen's bill and declined comment yesterday.

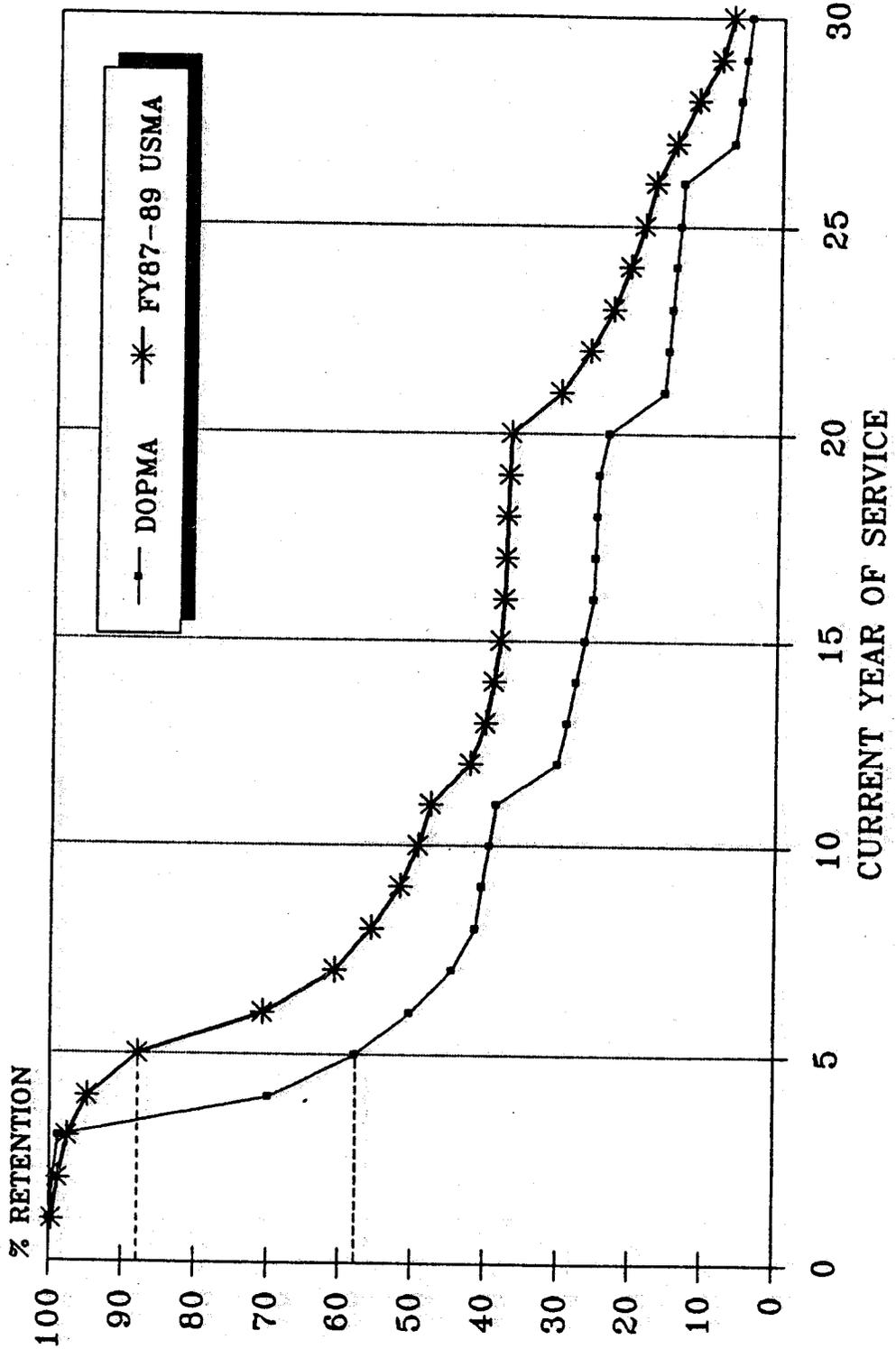
ADSO DOES NOT DETERMINE RETENTION BEHAVIOR

<u>GRAD YEARS</u>	<u>ADSO</u>	<u>VOLUNTARY RESIGNATION RATE</u>		<u>RETENTION RATE</u>	
		<u>6 YRS</u>	<u>11 YRS</u>	<u>6 YRS</u>	<u>11 YRS</u>
1953-1961	3	21.64%		74.85%	65.62%
1962-1967	4	25.95		71.45	56.28
1968-19--	5	27.82		69.45	49.54

- RETENTION IS INFLUENCED BY FACTORS IN THE ENVIRONMENT
 - EXPANDING OR CONTRACTING ARMY
 - EXTERNAL FACTORS (ECONOMIC, POLITICAL)
- USMA OFFICERS FULFILL THEIR OBLIGATIONS AND CONTINUE TO SERVE AT RATE ABOVE DOPMA EXPECTATIONS

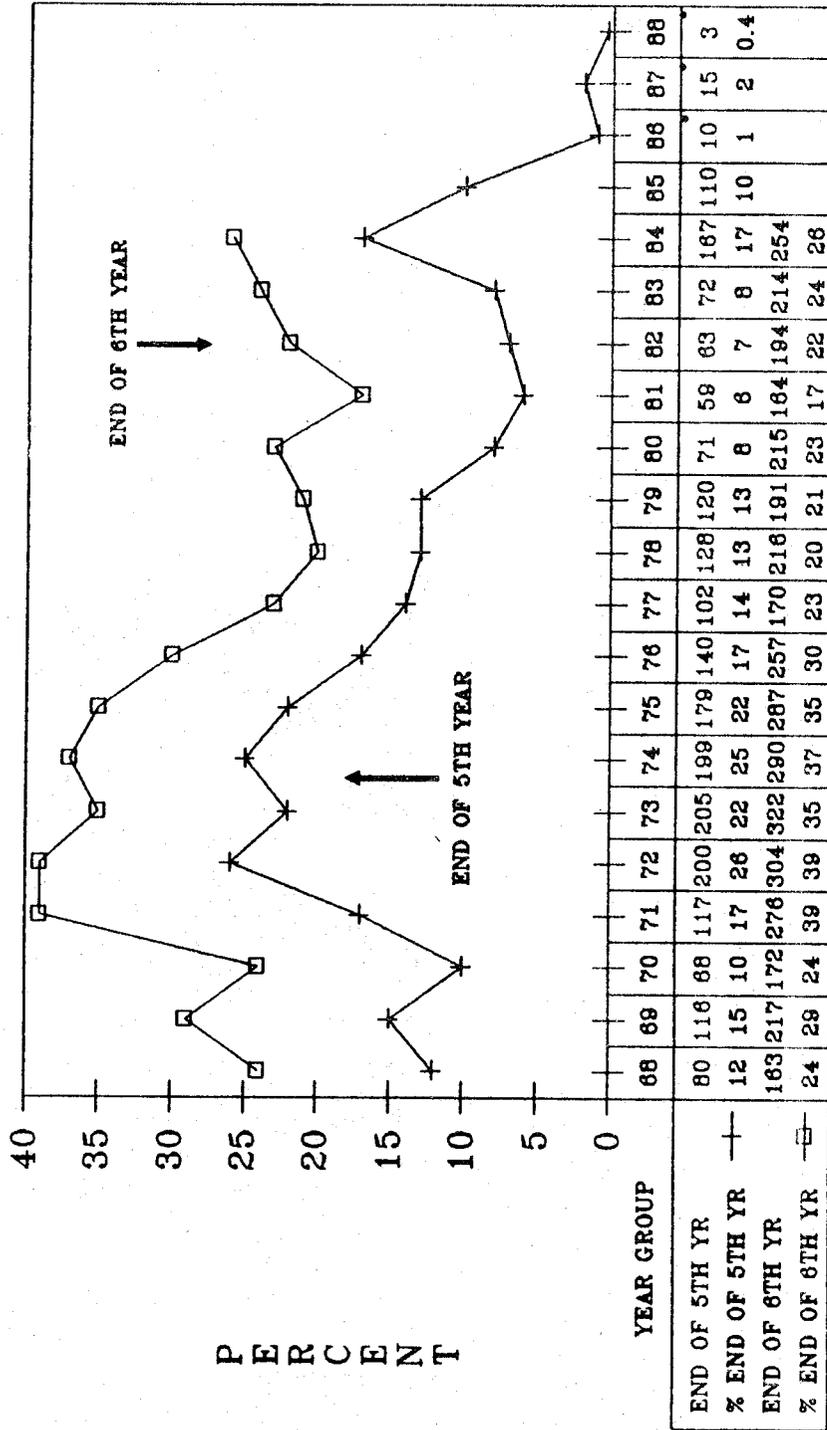
PREPARED BY: USMA (OIR), April 1990
SOURCE: DATA FROM OMTR AND USMA GRAD FILES AS OF MAY 1989

RETENTION RATES
DOPMA VS USMA



PREPARED BY USMA (OIR) SUMMER 1989
 SOURCE: USMA OEMA (LTC FAGAN)
 *TOTAL LOSSES INCLUDE RESIGNATIONS, DEATHS, RETIREMENTS AND OTHER LOSSES/SEPARATIONS

VOLUNTARY RESIGNATION RATES
YEAR GROUPS 1968-1988



Prepared by USMA (OIR) JULY 1990
Source: DCSPER Report 147-OIR Grad File
*Resignation Rate as of 31 MAY 90 (WITH LESS THAN 5 YEARS OF SERVICE)

FY 89 ACCESSIONS

BASIC BRANCHES

	<u>#</u>	<u>%</u>
USMA	1055	18
ROTC	4379	75
OCS	400	7
	<u>5834</u>	<u>100%</u>

SPECIAL BRANCHES

DIRECT COMMISSION	1372	68
ROTC	633	32
	<u>2005</u>	<u>100%</u>

PREPARED BY: USMA (OIR), 12 December 1989
SOURCE: PERSCOM & DCSPER, Officer Accession Branch

FY 90 PROJECTED ACCESSIONS

BASIC BRANCHES

	<u>#</u>	<u>%</u>
USMA	956	21
ROTC	3394	74
OCS	250	5
	<u>4600</u>	<u>100%</u>

SPECIAL BRANCHES

DIRECT COMMISSION	1119	78
ROTC	320	22
	<u>1439</u>	<u>100%</u>

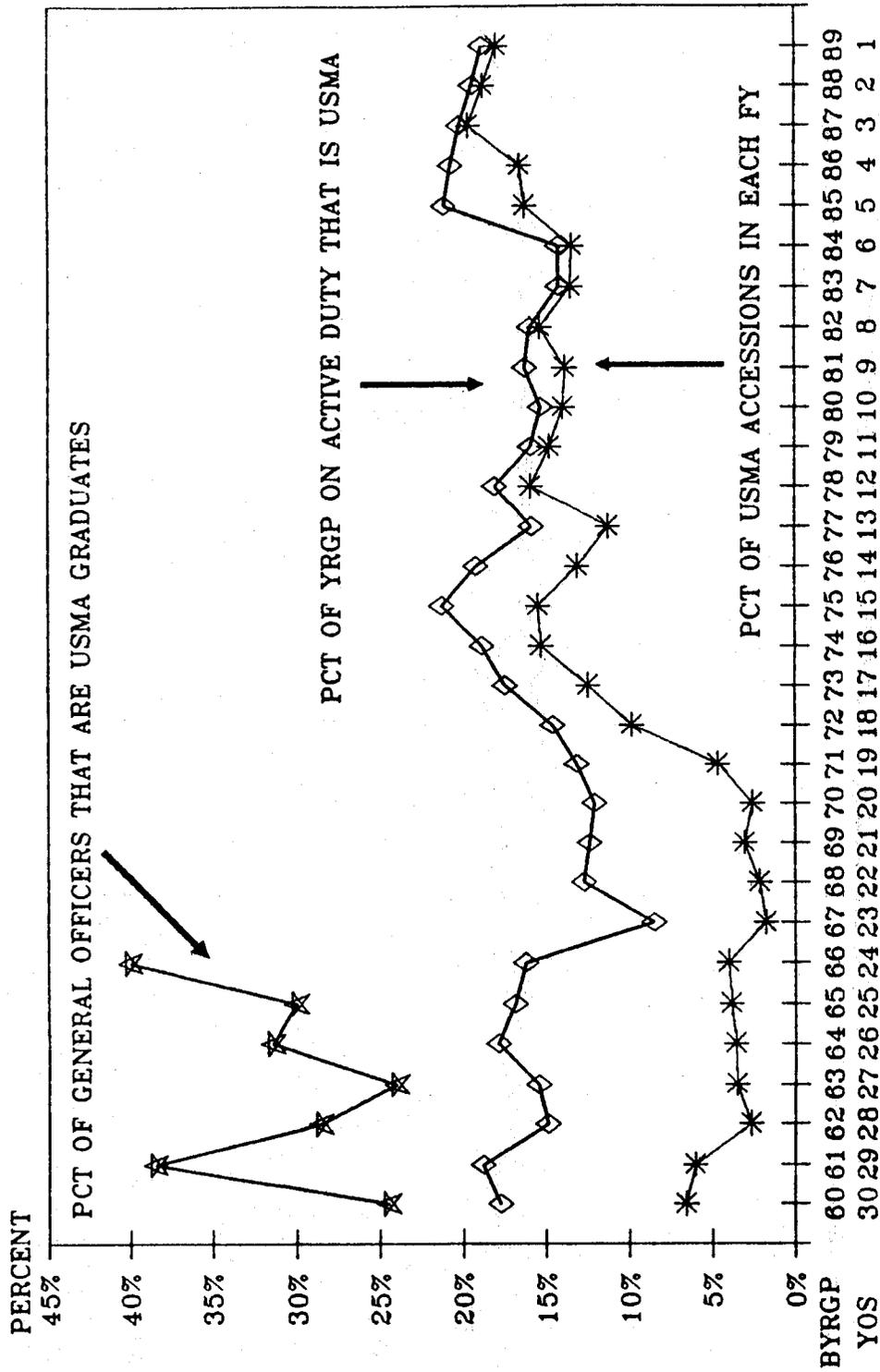
PREPARED BY: USMA (OIR), July 1990
SOURCE: PERSCOM & DCSPER, Officer Accession Branch

**USMA CONTRIBUTION
TO COMMISSIONED OFFICER END STRENGTH**

<u>RANK</u>	<u>TOTAL</u>	<u>USMA</u>	<u>%USMA</u>
GEN	13	8	61.5
LTG	42	14	33.3
MG	148	45	30.4
BG	201	51	25.4
Subtotal	404	118	29.2
COL	4283	561	13.1
LTC	10639	1020	9.6
MAJ	17027	2264	13.3
CPT	37216	3827	11.5
1LT	13719	2860	20.8
2LT	11245	2022	18.0
Subtotal	90129	12544	13.9
TOTAL	90533	12662	14.0

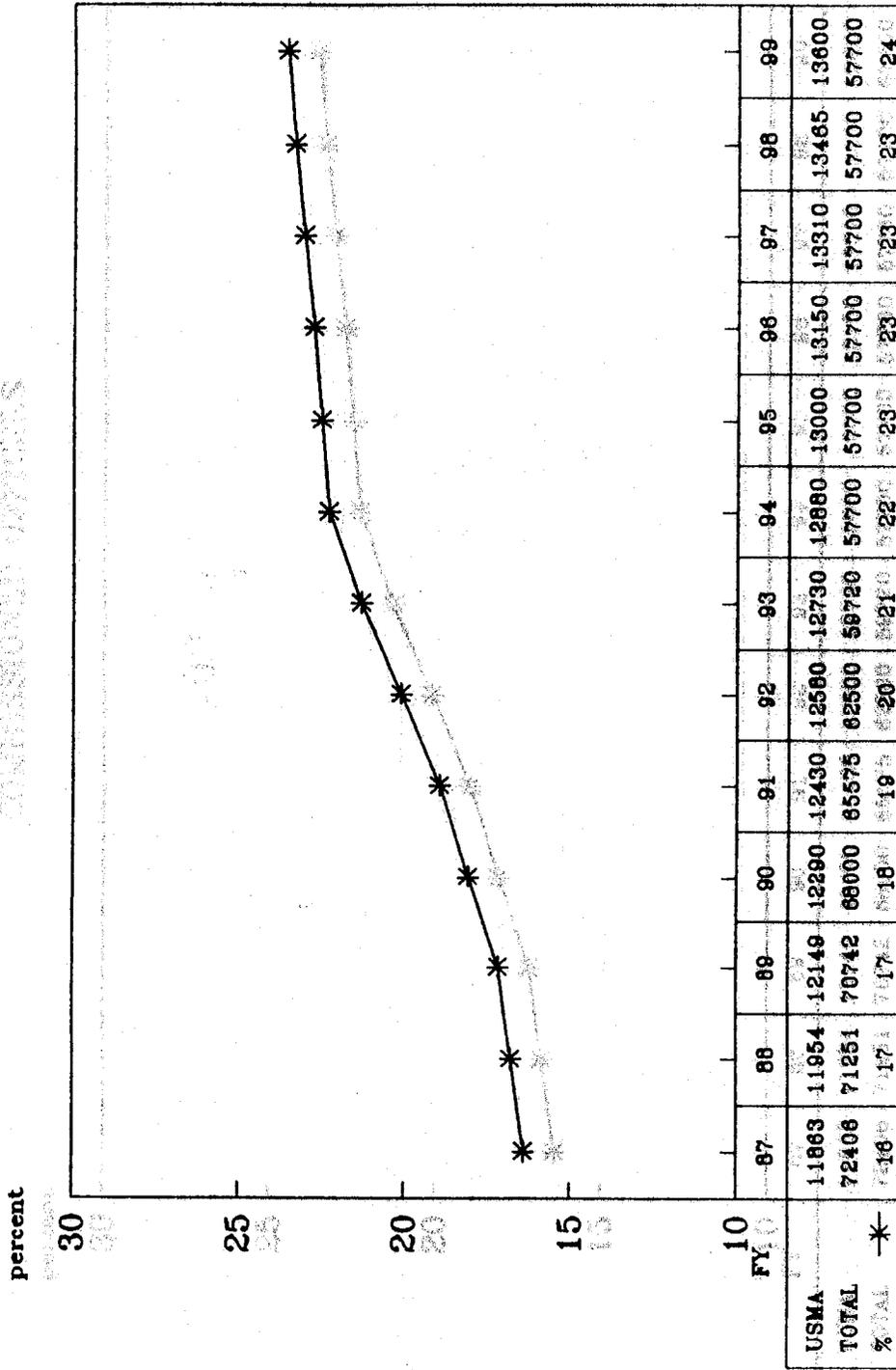
PREPARED BY: USMA (OIR) APRIL 1980
SOURCE: OMTR SEPT 1988

USMA AND BASIC BRANCH
ACCESSIONS VS YEAR GROUPS 1960-1989



PREPARED BY USMA (OIR) APRIL 1990
SOURCE: PERSCOM DATA RECORDS

**PROJECTED GROWTH OF USMA AS A
PROPORTION OF BASIC BRANCH
COMMISSIONED OFFICERS**



PREPARED BY: USMA (OIR), April, 1990
SOURCE: OMTR as of SEP FY 87, 88, 89

CLASS COMPOSITION

	# 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

PREPARED BY: USMA (OIR), 1 September 1989
 SOURCE: CADET ADMISSION INFORMATION DISPLAY

CLASS COMPOSITION (CLASS OF 1994)

	# OF APPLICANTS	# QUALIFIED CANDIDATES	# OFFERED ADMISSION	# WHO DECLINED	# ENROLLED CADETS
TOTAL	12,760	2295	1812	452	1358
SCHOLARS	1197	499	475	163	312
MINORITIES (BLACKS)	2376 (1161)	360 (117)	289 (108)	66 (28)	223 (80)
WOMEN	1768	264	229	60	169
ATHLETES	534	413	397	114	283

PREPARED BY: USMA (OIR), 22 June 1990
SOURCE: CADET ADMISSION INFORMATION DISPLAY

CLASS COMPOSITION OBJECTIVES

	ATTAINMENT FOR CLASS OF				
OBJECTIVE	90	91	92	93	94
TOP SCHOLARS (CEER >649)	24.8	25.5	25.5	25.7	23.3
OUTSTANDING LEADERS (LPS >649)	22.1	21.9	23.4	20.8	20.7
OUTSTANDING ATHLETES (ODIA Interest)	21.4	22.9	21.8	20.2	20.4
WOMEN	11.9	11.4	12.2	10.6	12.2
BLACK AMERICANS	6.8	7.0	8.2	6.1	5.9
HISPANIC AMERICANS	4.7	4.4	3.6	3.7	4.2
OTHER MINORITIES	3.7	3.7	6.3	6.0	6.6

PREPARED BY: USMA (OIR), July 1990
 SOURCE: USMA (OIR) Cadet Performance Display

**PRIMARY REASON FOR SEEKING AN
APPOINTMENT TO USMA**

	PERCENT FOR CLASS YEAR				
	<u>90</u>	<u>91</u>	<u>92</u>	<u>93</u>	<u>94</u>
QUALITY OF THE ACADEMIC PROGRAM	27.0	22.7	23.0	24.5	20.3
DESIRE TO BE AN ARMY OFFICER	18.2	19.7	24.4	24.0	19.0
USMA'S OVERALL REPUTATION	24.3	23.8	20.0	21.8	19.1
PERSONAL SELF-DEVELOPMENT	18.7	22.8	19.2	18.6	16.2
LEADERSHIP TRAINING	4.9	5.2	6.5	5.6	9.3
QUALITY OF INTERCOLLEGIATE ATHLETIC PROGRAM	2.4	1.7	2.8	1.9	5.0
ECONOMIC NECESSITY	1.3	1.4	1.2	1.5	3.6
FAMILY INFLUENCE	1.2	0.8	1.3	1.3	3.2
INEXPENSIVE COLLEGE EDUCATION	1.3	1.5	1.3	0.5	2.0
QUALITY OF PHYSICAL DEVELOPMENT PROGRAM	0.6	0.4	0.3	0.3	2.5

PREPARED BY: USMA (OIR), July 1990
SOURCE: Class Characteristics Inventory, Class of 1993

**REASONS FOR WITHDRAWING* FROM THE
USMA ADMISSION PROCESS
(Class of 1989)**

	<u>N</u>	<u>% of Respondents</u>
1. USMA NOT FIRST CHOICE	26	21
2. FIVE-YEAR OBLIGATION	25	20
3. WANTED ANOTHER CAREER	13	10
4. USMA TOO RESTRICTIVE	12	10
.	.	.
.	.	.
.	.	.
11.	.	.
<hr/>		135

NOTE: 124 Withdrawers responded to the question, giving 1.09 reasons per respondent.

*Withdrawers are individuals who are highly qualified (Whole Candidate Scores of more than 5900) who withdrew from the admission process prior to receiving appointments.

PREPARED BY: USMA (OIR), April 1990
SOURCE: OIR Report (86-001), January 1986

INFORMATION FROM USNA:

- THE RATIO OF QUALIFIED CANDIDATES TO APPOINTEES IS 1.68
- 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%

PREPARED BY: USMA (OIR), July 1980
SOURCE: USNA, August 1989

**WHICH BEST DESCRIBES YOUR CAREER
INTENTIONS AT THE PRESENT?
(AT ENTRANCE)**

	PERCENT RESPONDED FOR CLASS OF				
	<u>90</u>	<u>91</u>	<u>92</u>	<u>93</u>	<u>94</u>
UNTIL RETIREMENT	19.4	21.9	21.9	19.9	17.6
BEYOND 5-YEAR OBLIGATION	28.3	24.0	25.6	20.7	23.8
UNDECIDED	45.9	44.9	43.4	47.3	45.9
PROBABLY LEAVE	4.9	7.3	6.6	8.1	9.3
DEFINITELY LEAVE	1.3	2.0	2.5	4.0	3.5

PREPARED BY: USMA (OIR), July 1990
SOURCE: Class Characteristics Inventory, Classes of 1990-94

**SINCE YOU ENTERED THE MILITARY ACADEMY
YOUR COMMITMENT TO A MILITARY CAREER HAS:**

	PERCENT RESPONDED FOR CLASS OF		
	<u>88</u>	<u>89</u>	<u>90</u>
INCREASED GREATLY	24.8	23.3	25.3
INCREASED SOMEWHAT	30.9	35.2	31.7
REMAINED SAME	26.8	21.7	23.3
DECREASED SOMEWHAT	11.6	12.7	14.0
DECREASED GREATLY	6.0	7.0	5.7

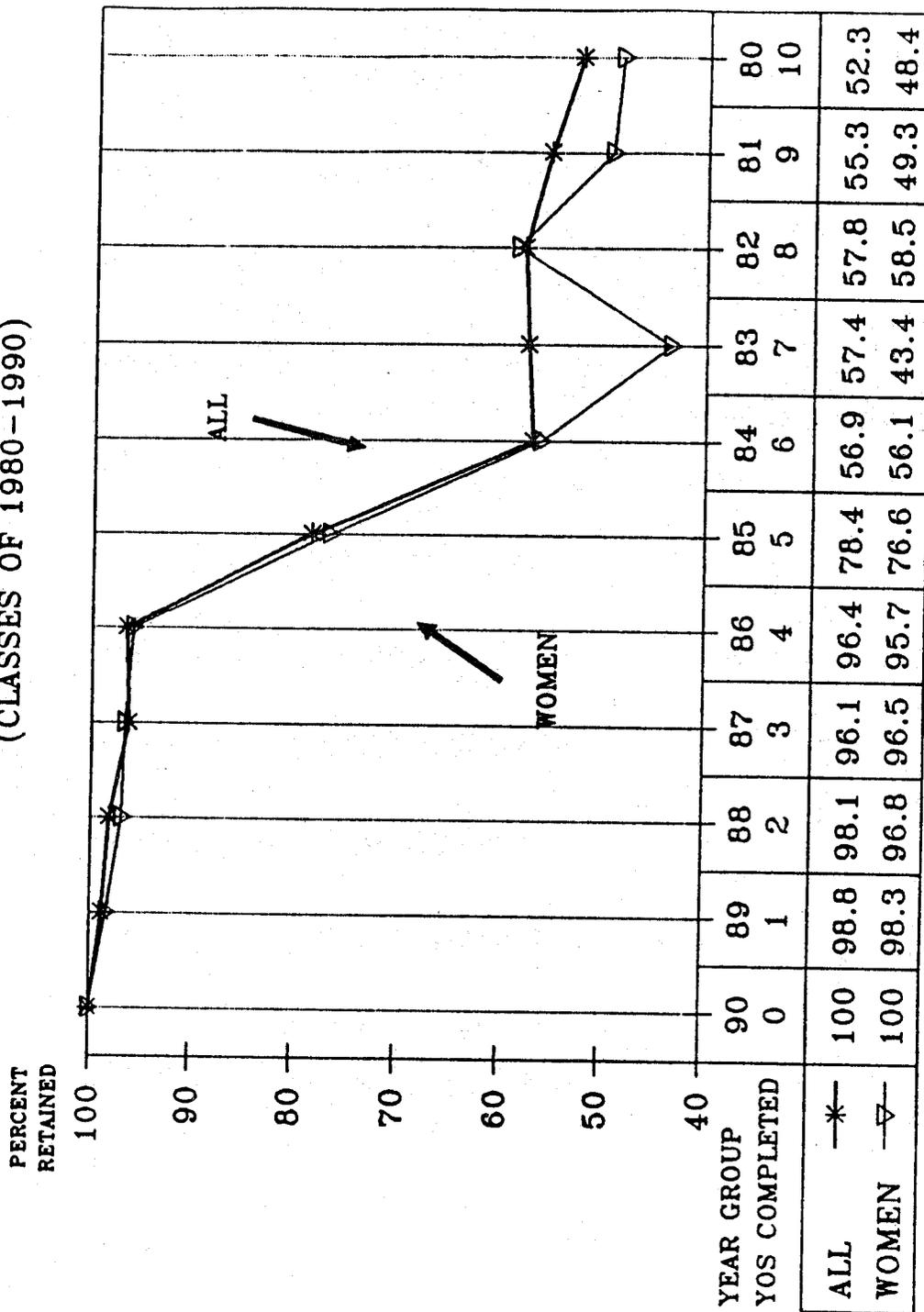
PREPARED BY: USMA (OIR), July 1990
SOURCE: First Class Questionnaire, Classes of 1988-90

**WHICH BEST DESCRIBES YOUR CAREER
INTENTIONS AT THE PRESENT?
(Near Graduation)**

	PERCENT RESPONDED FOR CLASS OF	
	88	89 90
UNTIL RETIREMENT	18.3	19.5 14.6
BEYOND 5-YEAR OBLIGATION	25.2	25.4 27.7
UNDECIDED	42.5	40.8 42.2
PROBABLY LEAVE	10.4	10.5 11.6
DEFINITELY LEAVE	3.5	3.8 3.7

PREPARED BY: USMA (OIR), July 1990
SOURCE: First Class Questionnaire, Classes of 1988-90

CONTINUATION RATES
(CLASSES OF 1980-1990)



PREPARED BY: USMA (OIR) JULY 1980
SOURCE: OIR GRAD FILE, MAY 1980

CONTINUATION RATES FOR MALES AND FEMALES
USMA GRADUATES MONTH ENDING MAY *1990

YEAR GROUP	COMM IN ARMY	RESIGN		DEATHS		RETIRE		ALL OTHER		TOTAL LOSS		ACTIVE DUTY	
		NUM	%	NUM	%	NUM	%	NUM	%	NUM	%	NUM	%
65	519	252	48.6	3	.6	101	19.5	64	12.4	420	81.0	99	19.1
66	555	256	46.2	4	.8	85	15.4	91	16.4	436	78.6	119	21.5
67	558	284	50.9	1	.2	87	15.6	75	13.5	447	80.2	111	19.9
68	674	315	46.8	3	.5	92	13.7	98	14.5	508	75.4	166	24.7
69	762	379	49.8	8	1.1	66	8.7	110	14.5	563	73.9	199	26.2
70	706	321	45.5	2	.3	13	1.9	95	13.5	431	61.1	275	39.0
71	704	409	58.1	4	.6	13	1.9	41	5.9	467	66.4	237	33.7
72	820	426	52.0	3	.4	6	.8	76	9.3	511	62.4	309	37.7
73	935	485	52.0	5	.6	13	1.4	103	11.1	607	65.0	328	35.1
74	846	394	46.6	5	.6	8	1.0	107	12.7	514	60.8	332	39.3
75	846	398	47.1	4	.5	13	1.6	65	7.7	480	56.8	366	43.3
76	843	338	40.1	6	.8	13	1.6	89	10.6	441	52.4	402	47.7
77	723	275	38.1	2	.3	6	.9	91	12.6	374	51.8	349	48.3
78	979	382	39.1	4	.5	13	1.4	121	12.4	520	53.2	459	46.9
79	922	321	34.9	4	.5	13	1.5	99	10.8	437	47.4	485	52.3
80	921	321	34.9	5	.6	13	1.5	105	11.5	440	47.8	481	52.3
81	968	284	29.4	10	1.1	8	.9	131	13.6	433	44.8	535	55.3
82	897	282	31.5	6	.7	3	.4	88	9.9	379	42.3	518	57.8
83	896	285	31.9	2	.3	3	.4	87	9.8	382	42.7	514	57.4
84	975	330	33.9	5	.6	9	1.0	77	7.9	421	43.2	554	56.9
85	1066	110	10.4	4	.4	9	.9	108	10.2	231	21.7	835	78.4
86	990	10	1.1	4	.5	5	.6	17	1.8	36	3.7	954	96.4
87	1022	15	1.5	3	.3	1	.1	21	2.1	40	4.0	982	96.1
88	979	3	.4	2	.3	2	.3	12	1.3	19	2.0	960	98.1
89	1072	4	.4	0	.0	0	.0	9	.9	13	1.3	1059	98.8

*Excludes losses for month of March 1990. Data was not available at this time.

PREPARED BY: USMA (OIR), July 1990

CONTINUATION RATES FOR FEMALES
 USMA GRADUATES MONTH ENDING MAY*1990

YEAR GROUP	COMM IN ARMY	RESIGN		DEATHS		RETIRE		ALL OTHER		TOTAL LOSS		ACTIVE DUTY	
		NUM	%	NUM	%	NUM	%	NUM	%	NUM	%	NUM	%
80	60	22	36.7	0	.0	1	1.7	8	13.4	31	51.7	29	48.4
81	63	24	38.1	0	.0	0	.0	8	12.7	32	50.8	31	49.3
82	65	18	27.7	0	.0	0	.0	9	13.9	27	41.6	38	58.5
83	64	27	42.2	0	.0	1	1.6	8	12.5	36	56.3	28	43.8
84	82	28	34.2	0	.0	0	.0	8	9.8	36	44.0	46	56.1
85	115	14	12.2	0	.0	1	.9	12	10.5	27	23.5	88	76.6
86	91	1	1.1	0	.0	0	.0	3	3.3	4	4.4	87	95.7
87	114	3	2.7	0	.0	0	.0	1	.9	4	3.6	110	96.5
88	93	0	.0	3	2.2	0	.0	1	1.1	3	3.3	90	96.8
89	115	0	.0	0	.0	0	.0	2	1.8	2	1.8	113	98.3

*Excludes losses for month of March 1990. Data was not available at this time.

PREPARED BY: USMA (OIR), July 1990

CONTINUATION RATES FOR BLACKS

YEAR GROUP	COMB IN ARMY	USMA GRADUATES		DEATHS	RETIRE	ALL OTHER	MONTH ENDING MAY* 1990						
		RESIGN	NUM %				TOTAL LOSS	ACTIVE DUTY					
		NUM	%	NUM	%	NUM	%	NUM	%				
80	31	8	25.8	2	6.5	1	3.2	5	16.1	16	51.6	15	48.4
81	51	12	23.5	0		1	1.9	6	11.8	19	37.3	32	62.7
82	40	9	22.5	1	2.5	0		7	17.5	17	42.5	23	57.5
83	34	8	23.5	0		0		5	14.7	13	38.2	21	61.8
84	49	15	30.6	1	2.0	0		6	12.2	22	44.9	27	55.1
85	91	6	6.6	1	1.1	1	1.1	9	9.9	17	18.7	74	81.3
86	68	1	1.5	1	1.5	0		1	1.5	3	4.5	65	95.5
87	82	1	1.2	0		0		2	2.4	3	3.7	79	96.3
88	65	0		0		0		0		0		65	100
89	68	1	1.5	0		0		0		1	1.5	67	98.5

*Excludes losses for month of March 1990. Data was not available at this time.

PREPARED BY: USMA (OIR), May 1990
SOURCE: OIR Graduate File end May 1990

CONTINUATION RATES OF USMA GRADUATES

Class Years 1953 - 1984

Class Year	No. Comm	0-6		0-11		0-21		0-26		0-31	
		N	%	N	%	N	%	N	%	N	%
1953	377	276	73.2	260	68.9	121	32.0	84	22.3	11	2.9
1954	445	325	73.0	307	68.9	204	45.8	99	22.2	24	5.4
1955	324	259	79.9	240	74.0	167	51.5	85	26.2	11	3.4
1956	356	304	85.4	290	71.4	181	50.8	98	27.5	26	7.3
1957	406	331	81.5	302	74.3	209	51.4	110	27.1	33	8.1
1958	427	331	77.5	294	68.9	168	39.3	97	22.7	36	8.4
1959	445	324	72.8	290	65.2	189	42.5	99	22.2	58	13.0
1960	487	363	74.5	319	65.5	199	40.9	109	22.4	--	--
1961	472	352	74.6	297	62.9	207	43.9	114	24.2	--	--
1962	526	441	83.8	343	65.2	222	42.2	109	20.7	--	--
1963	446	367	82.3	283	63.5	182	40.8	107	24.0	--	--
1964	491	351	71.5	293	59.7	198	40.3	--	--	--	--
1965	519	330	63.6	289	55.7	198	38.2	--	--	--	--
1966	555	380	68.5	290	52.2	203	36.6	--	--	--	--
1967	558	329	59.0	231	41.4	154	27.6	--	--	--	--
1968	674	475	70.4	293	43.5	256	38.0	--	--	--	--
1969	762	545	71.5	318	41.7	253	33.2	--	--	--	--
1970	706	537	76.1	340	48.1	--	--	--	--	--	--
1971	704	395	56.1	288	40.9	--	--	--	--	--	--
1972	820	479	58.4	354	43.2	--	--	--	--	--	--
1973	935	577	61.7	398	42.6	--	--	--	--	--	--
1974	846	501	59.2	410	48.5	--	--	--	--	--	--
1975	846	553	65.4	437	51.7	--	--	--	--	--	--
1976	843	627	74.4	505	59.9	--	--	--	--	--	--
1977	723	568	78.6	407	56.3	--	--	--	--	--	--
1978	979	772	78.9	610	62.3	--	--	--	--	--	--
1979	922	711	77.1	507	55.0	--	--	--	--	--	--
1980	921	683	74.2	--	--	--	--	--	--	--	--
1981	968	703	72.6	--	--	--	--	--	--	--	--
1982	897	641	71.5	--	--	--	--	--	--	--	--
1983	896	574	64.1	--	--	--	--	--	--	--	--
1984	975	554	56.9	--	--	--	--	--	--	--	--

Note: Years of Obligated Service:

CL YR 1953 - 1961 3 Years
 CL YR 1962 - 1967 4 Years
 CL YR 1968 - 1984 5 Years

PREPARED BY: USMA (OIR), July 1990

SOURCE: Register of Graduates, OIR Graduate File

**USMA COMMISSIONED OFFICER
VOLUNTARY RESIGNATION RATES
YEAR GROUPS 1953 - 1989**

YOS	Year Group	Service Oblig	End of 3 Years		End of 4 Years		End of 5 Years		End of 6 Years	
			N	%	N	%	N	%	N	%
0- 1	1989	5 Years	-	-	-	-	-	-	-	-
1- 2	1988	"	-	-	-	-	-	-	-	-
2- 3	1987	"	15	1.5	-	-	-	-	-	-
3- 4	1986	"	0	0.0	10	1.1	-	-	-	-
4- 5	1985	"	3	.3	33	3.2	110	10.4	-	-
5- 6	1984	"	28	2.9	56	5.8	167	17.1	330	33.9
6- 7	1983	"	4	.5	12	1.4	72	8.0	231	25.7
7- 8	1982	"	4	.5	4	.5	63	7.1	194	21.7
8- 9	1981	"	-	-	7	.8	59	6.2	164	17.0
9-10	1980	"	14	1.6	16	1.8	71	7.8	215	23.4
10-11	1979	"	8	.9	15	1.7	120	13.3	191	20.9
11-12	1978	"	6	.6	11	1.1	128	13.1	216	20.2
12-13	1977	"	3	.4	5	.7	102	14.1	170	23.4
13-14	1976	"	11	1.3	12	1.4	140	16.5	257	30.3
14-15	1975	"	10	1.2	13	1.6	179	21.9	287	35.0
15-16	1974	"	13	1.7	14	1.8	199	25.2	290	36.8
16-17	1973	"	15	1.6	36	3.9	205	22.2	322	34.9
17-18	1972	"	12	2.0	24	3.0	200	25.7	304	39.3
18-19	1971	"	4	.6	8	1.0	117	16.7	276	39.4
19-20	1970	"	1	.1	7	1.0	68	9.6	172	24.4
20-21	1969	"	0	0.0	5	.7	116	15.3	217	28.6
21-22	1968	"	0	0.0	0	0.0	80	11.9	163	24.2
22-23	1967	4 Years	0	0.0	77	13.8	157	28.1	184	32.9
23-24	1966	"	0	0.0	63	11.4	157	28.3	177	31.9
24-25	1965	"	0	0.0	0	0.0	122	23.4	172	33.0
25-26	1964	"	0	0.0	3	0.6	10	2.0	138	28.0
26-27	1963	"	0	0.0	3	0.7	16	3.6	76	17.0
27-28	1962	"	1	0.2	7	1.3	16	3.0	68	12.9
28-29	1961	3 Years	23	4.9	69	14.6	90	19.1	94	19.9
29-30	1960	"	44	9.0	97	19.9	117	24.0	122	25.1
30-31	1959	"	24	5.4	65	14.6	85	19.1	102	22.9
31-32	1958	"	29	6.8	47	11.0	77	18.0	85	19.9
32-33	1957	"	29	7.1	61	15.0	65	16.0	73	18.0
33-34	1956	"	22	6.2	46	13.0	53	14.9	53	14.9
34-35	1955	"	25	7.7	49	15.1	62	19.1	65	20.0
35-36	1954	"	45	10.1	101	22.6	111	24.9	120	27.0
36-37	1953	"	31	8.2	85	22.6	98	26.0	102	27.1

PREPARED BY: USMA (OIR), July 1990
 SOURCE: DCSPER Report 147 - USMA Resignation Rate
 USMA OIR Graduate File, May 1990

SUMMARY

EXTENSION OF ADSO IS COUNTER-PRODUCTIVE:

IT ADVERSELY AFFECTS ADMISSIONS NOT RETENTION
IT REDUCES DEPT OF ARMY FLEXIBILITY TO MANAGE
OFFICERS

FOUR X FOUR IS MORE APPROPRIATE

IT SUPPORTS ADMISSIONS
PROVIDES FLEXIBILITY TO DEPT OF ARMY
SUPPORTS TOTAL ARMY (RESERVE COMPONENTS)

PREPARED BY: USMA (OIR), July 1980



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

21 July 1990

**A Resolution
Regarding
The Active Duty Service Obligation
for Commissioned Graduates
of the United States Service Academies**

Whereas recent improvements in relations between the Soviet Union and the United States have significantly reduced the threat of conventional war of the European Continent,

And, whereas the opportunity for major reductions in the size of our Armed Forces must be achieved without diminishing the quality or deterrent capability of these forces, thus preserving the security of the American people,

And, whereas the Service Secretaries may exercise their authority under law to reduce the number of officers and other service members on active duty,

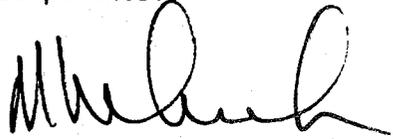
And, whereas such reductions will place even greater reliance on the quality and readiness of the reserve elements,

And, whereas every action to reduce the size of the force must preserve demographic representation and opportunity within the Armed Forces which are all volunteer and fully representative of society,

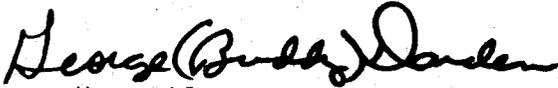
And, whereas the extension of the Active Duty Service Obligation, beginning in Fiscal Year 1992, will complicate the enormous challenge of shaping the current force to one that is smaller, fully combat ready, with balanced demographic representation, and the highest quality leadership,

And, whereas the high quality leaders graduated from the Service Academies should serve the society in the military for sufficient time to satisfy the demands of the force structure both active and reserve,

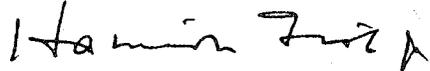
Be it resolved that the law affecting Active Duty Service Obligations be amended to require a total commitment of eight years of service, with a minimum of four years on active duty and the balance to be served at the call of the Service Secretary in the reserve components.



Michael W. Grebe
Chairman
USMA Board of Visitors



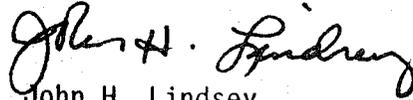
Honorable George Darden
House of Representatives
Washington, DC 20515



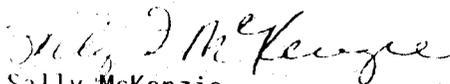
Honorable Hamilton Fish, Jr.
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Washington, DC 20515



Honorable Greg Laughlin
House of Representatives
Washington, DC 20515



John H. Lindsey
Lindsey Insurance Company
Houston, TX 77002



Sally McKenzie
Dallas, TX 75205



Edwin Meese III
Distinguished Fellow
Heritage Foundation
Washington, DC 20002

CIVILIAN FACULTY PAY SCALES

ISSUE

**Need legislative change to permit
Secretary of the Army to determine
compensation for current civilian faculty
at West Point**

WHY?

- * Recruit qualified civilian faculty
- * Retain quality civilian faculty
- * Provide "academic" benefits to civilian faculty
 - * sabbatical
 - * tenure
 - * fiscal incentives

CIVILIAN SALARY COMPARISON

DEPARTMENT OF PHYSICAL EDUCATION

	USMA	USNA
PROFESSOR AVERAGE-RANGE	\$46,571	\$60,019 \$53,645-\$69,164
ASSOCIATE AVERAGE	\$40,484	\$48,817
PROFESSOR RANGE	\$36,863-\$46,571	\$38,415-\$64,730
ASSISTANT AVERAGE	\$33,626	\$39,514
PROFESSOR RANGE	\$30,887-\$36,863	\$35,824-\$50,320
INSTRUCTOR AVERAGE	\$24,793	\$31,911
RANGE	\$24,705-\$25,529	\$30,797-\$33,310

DEPT OF FOREIGN LANGUAGES

PROFESSOR AVERAGE RANGE	\$46,571	\$75,900 \$73,599-\$78,200
INSTRUCTOR AVERAGE RANGE	\$33,710	\$36,662
	\$24,705-\$40,601	

BACKGROUND

The Following Institutions Have Similar Legislation:

- * Army War College (1)**
- * Army Command and General Staff College (1)**
- * US Naval Academy**
- * Naval War College**
- * Marine Corps Command and Staff College**
- * Naval Postgraduate School**
- * Air University**
- * Air Force Institute of Technology**

(1) Not currently using authority.

WHAT WILL LEGISLATION DO?

* Enables Secretary of the Army to set civilian rules

* Does not set policy

A BILL

To amend Title 10, United States Code, to authorize the United States Military Academy to adopt pay practices for civilian faculty members similar to those used at the United States Naval Academy and other comparable Federal educational institutions and at private and public universities.

Be it enacted by the Senate and the House of Representatives of the United States of America in Congress assembled, That this act may be cited as the "United States Military Academy Civilian Faculty Status Act".

Section 1. Chapter 403 of Title 10, United States Code is amended as follows --...*

...* "(c) The Secretary of the Army may employ as many civilians as professors, instructors, and lecturers at the United States Military Academy as he considers necessary.

"(d) The compensation of persons employed under subsection (c) above is as prescribed by the Secretary.

"(e) The Secretary, to the extent he considers proper, may delegate the authority conferred by subsections (c) and (d) above to any person in the Department of the Army with or without the authority to make successive redelegations." ...

POSITIONS COVERED

Academic Rank	Current Number
<u>Dean (5):</u>	
Professor	1
Instructor	4
<u>ODIA (7):</u>	
Assistant Professor	6
Instructor	1
<u>DPE (22):</u>	
Professor	1
Associate Professor	10
Assistant Professor	4
Instructor	4
Lecturer	1
Vacant	2

RECOMMENDATION

**Board of Visitors support legislation
to permit effective management of
current civilian faculty at West Point**

Faculty Pay Schedule

Naval Academy, Naval Postgraduate School and Naval War College

Step	Instructor	Assistant Professor	Associate Professor	Professor	Admin Faculty	Supervisory Professor
1	\$24,094	\$29,121	\$37,500	\$44,825	\$40,247	\$76,748
Maximum (Step)	41,143 (21)	42,513 (42)	73,599 (42)	89,118 (46)	92,443 (46)	93,484 (19)



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

21 July 1990

A Resolution Regarding
 Pay Practices for
 Civilian Faculty Members
 at the
 United States Military Academy

Whereas civilian faculty members of the United States Military Academy are currently employed under the General Schedule Provisions of the Federal Service (Title 5), and

Whereas these General Schedule provisions do not permit the Military Academy to offer compensation to its civilian faculty members similar to that offered at the United States Naval Academy, comparable Federal institutions and public and private colleges and universities, and

Whereas, to recruit and retain quality faculty, the Military Academy must offer a competitive compensation package,

Be it resolved that Section 1, Chapter 403, Title 10, United States Code, should be amended to authorize the Secretary of the Army to employ civilian faculty at the Military Academy with such compensation and perquisites as the Secretary may prescribe.

Michael W. Grebe
 Chairman
 USMA Board of Visitors

Honorable George Darden
 House of Representatives
 Washington, DC 20515

Honorable Hamilton Fish, Jr.
 House of Representatives
 Washington, DC 20515

Honorable Greg Laughlin
 House of Representatives
 Washington, DC 20515

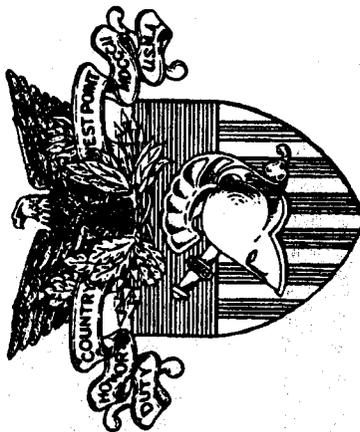
John H. Lindsey
 Lindsey Insurance Company
 Houston, TX 77002

Sally McKenzie
 Dallas, TX 75205

Edwin Meese III
 Distinguished Fellow
 Heritage Foundation
 Washington, DC 20002

The Dwight David Eisenhower

Program of Graduate Studies in Leader Development



COL John M. Wattendorf
Program Director

EXTRACTED FROM

**REPORT
of the
1989
BOARD OF VISITORS**

TOPIC: The Fellowship in Leader Development [Renamed The Dwight David Eisenhower Program of Graduate Studies in Leader Development, May 1990]

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.

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original book.**

Critical Facts Pertaining To The

Eisenhower Program

The program is unique.

The program is best taught at West Point.

The program is central to the successful accomplishment of the Academy's purpose and mission.

The program is academically rigorous.

The program is successful and will continue.

Additional Facts Pertaining To The

Eisenhower Program

The program has a professional rather than a research emphasis.

The program is specifically designed to educate and develop the student to be an informed, reflective practitioner.

The program is cost effective.

The program is specifically designed for the United States Military Academy at West Point, not for other service academies.

The Eisenhower Program

THE FINAL REMAINING STEP IS TO ATTAIN CONGRESSIONAL APPROVAL TO GRANT THE MASTER OF ARTS DEGREE.

NO FUNDS ARE INVOLVED, MERELY THE LEGAL AUTHORITY TO GRANT THE DEGREE THAT APPROPRIATELY RECOGNIZES THEIR CONSTITUENTS FOR THE TWO YEARS OF RIGOROUS GRADUATE STUDY THEY HAVE SUCCESSFULLY COMPLETED.



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

21 July 1990

A Resolution
Regarding
The Eisenhower Program of Graduate Studies
in Leader Development
of the United States Military Academy
at West Point, New York

Whereas the Eisenhower Program of Graduate Studies in Leader Development was developed to meet the special educational needs of the USMA tactical officer, is a program unique to the Military Academy, is focused on the professional development of the officer student as a leader developer, and is now fully implemented,

And, whereas the program has received strong endorsement from the United States Department of Education and from the visiting team of the USMA's academic accreditation association,

And, whereas the 1989 USMA Board of Visitors concluded that the Eisenhower Program is "one of the most significant and beneficial initiatives taken in recent years," applauded "the quality and rigor" of the Program, and recommended that the Program be continued and "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,"

And, whereas because General Dwight D. Eisenhower was a strong advocate of the formal, academic study of leadership at the Academy and as Chief of Staff of the Army was instrumental in the inauguration of an academic department dedicated to the teaching of leadership at the USMA, this Program named in his honor is a culmination of his great interest in the study of leadership and will be part of a fitting legacy to memorialize this great American,

And, whereas only by legislative act can the USMA be authorized to grant an academic degree commensurate with the level of academic work completed by graduates of the program, thus justly to recognize their achievements in a two-year, rigorous course of study as affirmed by the Department of Education and West Point's accrediting agency,

And, whereas this program satisfies all requirements for a federal institution to grant a Master's degree and is the keystone of the current leadership initiatives at the United States Military Academy,

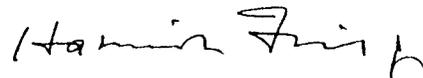
Be it resolved that the United States Military Academy should be authorized by appropriate legislation to grant a Master of Arts Degree to graduates of the Dwight David Eisenhower Program of Graduate Studies in Leader Development.



Michael W. Grebe
Chairman
USMA Board of Visitors



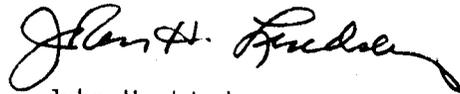
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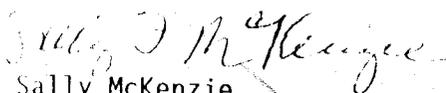
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USMA's Institutional Review, 1985-1999?

– Affirmation and Charge –

Stage 1:

Developing Strategic Guidance

"What should USMA be and do in the 21st century?"
1986-87

Stage 2:

Performing an introspective self-study

"Is USMA on course for becoming what it
should be in the 21st century?"
1987-1989

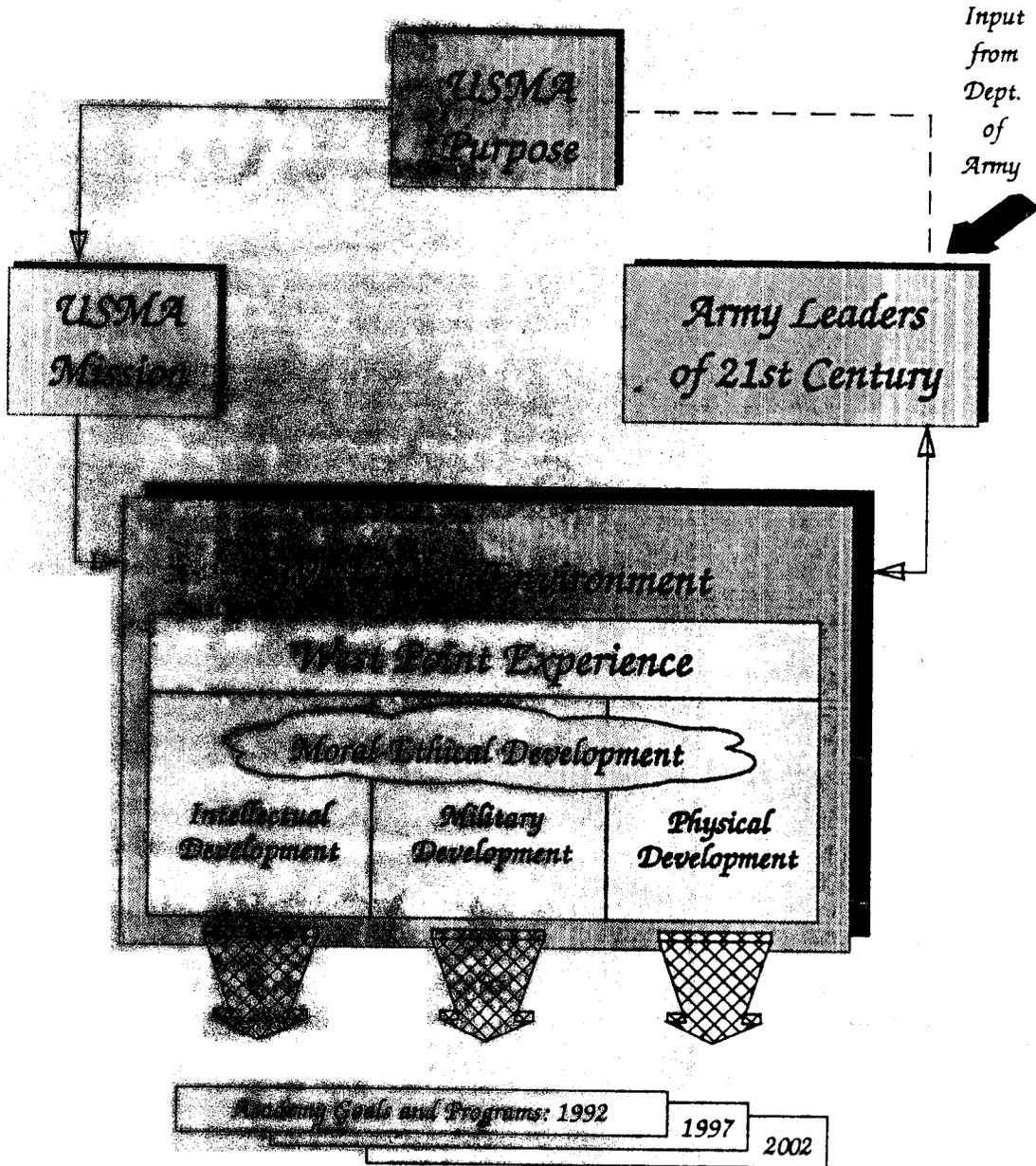
Stage 3:

Implementation -- 1989 forward

Reaffirming the strengths

Improving the weaknesses

A Graphic Portrayal of USMA's Statement of Strategic Guidance



Why does America have West Point?

**To provide the nation
with leaders of character
who serve the common defense**

-- The USMA Statement of Purpose

What does USMA do to fulfill its purpose?

What has USMA traditionally done well?

What are its strengths?

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

--USMA's Mission Statement

What future needs of the U.S. Army can USMA attempt to satisfy?

"Army leaders will lead people and manage resources to win wars. They will accomplish the mission by influencing people in organizations. To succeed, leaders must: be men and women of character, know both the physical world and human nature, think creatively and act decisively."

—Extract from ARMY LEADERS OF THE TWENTY-FIRST
CENTURY, USMA's Strategic Guidance

Stage 2: introspective self-studies
**"Is USMA on course for becoming what
it should be in the 21st century?"**

Two-year institutional self-study
Enrichment of the cadet experience
Leadership development changes
Leader development integration
Fellowship in leader development for TACs
Honor reviews
Certification of cadet development
Fourth class system
Planning of facilities
Engineering Curriculum Redesign
Academic Depts reorganized
Academy Staff Structure review

Stage 2: introspective self-studies

Two-year institutional self-study

- ★ To verify or correct aim on target
- ★ highly participatory internal process
- ★ interim internal report after 18 months
- ★ final report to accreditors after 2 years
- ★ "most candid report I have seen in 20 years"

Stage 2: introspective self-studies

Enrichment of the cadet experience

- 🔗 cadet experience overcrowded, poorly integrated
 - suggested by self-study conclusions
 - supported by 30 years of critiques

🔗 revised cadet experience:

- common baseline requirements at high quality
 - variable enrichment beyond baseline by choice
-

Stage 2: introspective self-studies

Leadership development changes

- sequence of summer training revised
 - training by cadets where possible
 - cadet ranks commensurate with training
 - consistently Spartan lifestyle for 3 years
 - transition to officer lifestyle 4th year
-

Stage 2: introspective self-studies

Honor System changes

- * Studied by three committees for a year
- * 24 Posvar recommendations of 25 adopted
 - Honor education program rewritten
 - Company honor education teams include officers
 - Increased range of sanctions available
 - Altered treatment of SA-SR to improve non-tolerance
 - Absence card eliminated
 - Hearing outcome based on 6 of 9 votes
 - Character evidence rules altered

Stage 2: introspective self-studies

MA in leader development for TACs

- Master's Degree program at USMA
 - tailored curriculum
 - unique opportunities for application
 - Two-year program
 - 3 academic terms, 14 courses, 42 credit hours
 - 1 year supervised practicum, 6 credit hours
 - Cost savings accrue
 - USMA effectiveness substantially enhanced
-

Stage 2: introspective self-studies

Planning of Physical Facilities

Four functional use zones

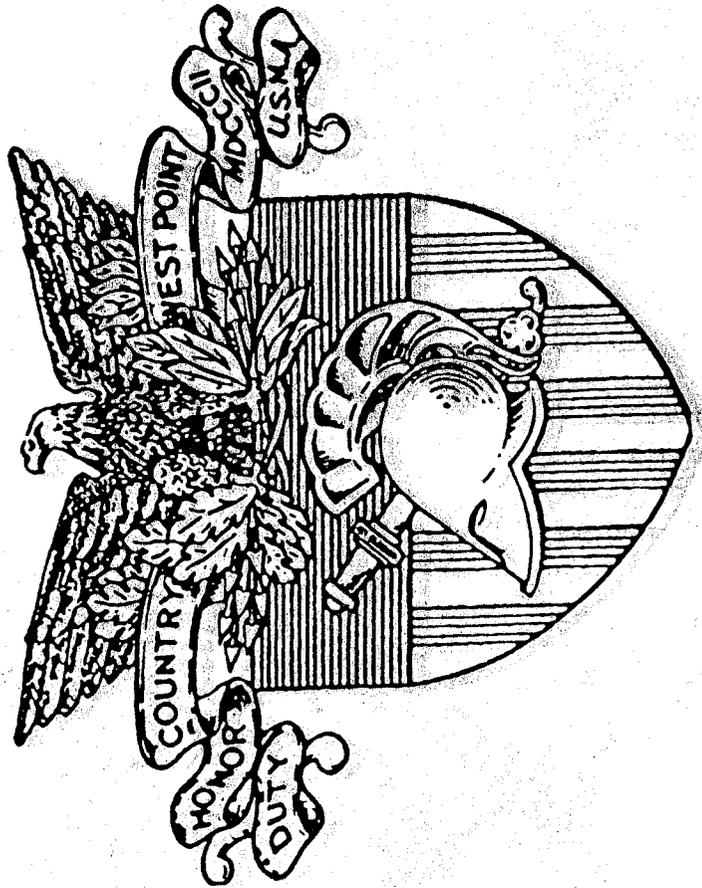
- cadet zone: center of West Point
- cadet support: hi-interest athletics
- community support: com'sy, housing, Hotel
- field training, rec, and industrial

revised traffic flow and parking

Bicentennial Plan -- science building etc

CADET HONOR CODE
AND SYSTEM REVIEW

21 JULY 1990



LEADERSHIP IS BUILT ON TRUST;

TRUST IS BUILT ON HONOR

AGENDA

- SOURCES OF STUDY
- MILESTONES
- OVERVIEW OF USMA ACTION
- SIGNIFICANT CHANGES TO THE SYSTEM
- OUTCOMES

SOURCES OF STUDY

- POSVAR COMMISSION
- HONOR ACTIONS COMMITTEE
- CADET HONOR COMMITTEE

POSVAR COMMISSION

- FOCUS
 - SUBSTANTIVE ISSUES
 - HONOR AND REGULATIONS
 - HONOR AND JUDICIAL PROCESSES
 - HONOR AND EDUCATION
 - HONOR AND ENTERING THE CAREER
- 25 SPECIFIC RECOMMENDATIONS

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

HONOR COMMITTEE

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

MILESTONES

- JUNE 1989 - POSVAR REPORT RELEASED
- AUGUST 1989 - IN-PROGRESS REVIEW WITH CSA
- AUGUST 1989 - NEW FULL HEARING PROCESS IMPLEMENTED
- SEPTEMBER 1989 - CORPS SURVEY ON RECOMMENDATIONS 1-4
- OCTOBER 1989 - HONOR ACTIONS COMMITTEE RECONVENED
- JANUARY 1990 - SUPT TAKES ACTION ON RECOMMENDATIONS 1-4
- MAY 1990 - FOLLOW-UP REVIEW WITH CSA
- AUGUST 1990 - NEW MODIFIED HEARING PROCESS IMPLEMENTED

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

IMPLEMENTATION OVERVIEW

- 25 RECOMMENDATIONS
- 22 IMPLEMENTED
- 2 DISAPPROVED
 - CHANGE CODE (SUPT, USMA)
 - ADVISORY BOARD (CSA)
- 1 PENDING
 - SEC ARMY AND SEPARATION

SUBSTANTIVE ISSUES

- NON-TOLERATION
- LITERAL STATEMENT OF THE CODE
- SINGLE SANCTION
- ADMISSIONS PROCESS

- REC #1 - CHANGE TOLERATION CLAUSE
- REC #2 - ESTABLISH ALTERNATIVES TO SEPARATION ✓
- REC #3 - SPECIFIC ALTERNATIVES ✓
- REC #4 - HEARING MEMBERS SHOULD CONTINUE ✓
TO SUBMIT INPUT TO SUPT
- REC #5 - ASPIRANTS EXPRESS PERSONAL CONCEPT ✓
OF RIGHT AND WRONG
- REC #6 - ASPIRANTS CONTINUALLY INFORMED OF ✓
REQUISITE CHARACTER FOR ADMISSION

HONOR AND REGULATIONS

- ENFORCEMENT OF REGULATIONS
- TRIVIALIZATION OF THE CODE
- DEFINITION OF LYING

HONOR AND THE JUDICIAL PROCESS

- LEGAL PROTECTIONS
- ELECTION OF HONOR REPRESENTATIVES
- REVIEW PROCESS
- SEPARATION AUTHORITY

- REC #7 - DEFINITION OF LYING ✓
- REC #8 - TRIVIALIZATION OF THE CODE ✓
- REC #9 - "POP-OFF" RESPONSES ✓
- REC #10 - ABOLISH THE ABSENCE CARD ✓

- REC #11 - CHARACTER WITNESSES ✓
- REC #12 - 4TH CLASS CADETS AND HEARINGS ✓
- REC #13 - ROLE OF COUNSEL ✓
- REC #14 - CHANGE VOTE TO 2/3'S ✓
- REC #15 - COMPANY HONOR REP ✓
- REC #16 - CASE PROCESSING TIME ✓
- REC #17 - SEC ARMY ACTION ON CASES
- REC #18 - PROCESS EXPLAINED TO CONGRESS ✓

HONOR AND EDUCATION

- ACADEMIC VALUES
- "HONOR PROOFING"
- HONOR EDUCATION AND THE
WHOLE CURRICULUM
- APPRECIATION OF HONOR THROUGH
COURSE CONTENT
- CADET TIME
- ADVISORY BOARD

• REC #19 - CADET TIME ✓

• REC #20 - ETHICS IN THE CURRICULUM ✓

• REC #21 - ADVISORY BOARD

HONOR AND THE CAREER

• **ARMY ETHIC**

• **SPIRIT OF THE CODE**

- REC #22 - INFUSION OF STAFF AND ✓
FACULTY EXPERIENCE
- REC #23 - EXPECTATIONS OF SOLDIERS ✓
- REC #24 - ETHICS OF OTHER PROFESSIONS ✓
- REC #25 - BROADER CONTEXT OF HONOR ✓

RECOMMENDATIONS NOT IMPLEMENTED

- CHANGE CODE (REC #1)
 - REJECTED BY CORPS
 - NOT VIEWED BY CADETS AS SUBSTANTIVE CHANGE
- INDEPENDENT ADVISORY BOARD (REC #21)
 - VIEWED AS REDUNDANT

SIGNIFICANT CHANGES

* AY 89-90 *

- NEW FULL HEARING PROCESS
- COMPOSITION
- VOTE
- CHARACTER TESTIMONY
- ABSENCE CARD ELIMINATED
- HONOR EDUCATION PROGRAM
- OFFICER INFUSION
- COMPANY EDUCATION TEAMS

* AY 90-91 *

- DEVELOPMENTAL ALTERNATIVES
- SEPARATION WITH OPTION FOR READMISSION
- ACTIVE DUTY DIMENSION
- NEW MODIFIED HEARING PROCESS
- COMPOSITION
- FOCUS
- AUTHORITY

NEW PROCESS

- FULL HONOR INVESTIGATIVE HEARING
 - HEARS CONTESTED CHARGES (NO CHANGE)
 - SANCTION: SEPARATION (NO CHANGE)
 - DISCRETION POSSIBLE (NO CHANGE)
- DISCRETION (NO CHANGE)
 - REPRIMAND/RETURN TO CORPS
 - 6-12 MONTH SUSPENSION

NEW PROCESS

- MODIFIED HONOR INVESTIGATIVE HEARING
 - 9 HEARING MEMBERS
 - SELF-ADMITTED OR SELF-ADMITTED/SELF-REPORTED
- SELF-ADMITTED: NO CHANGE TO POSSIBLE OUTCOMES
- SELF-ADMITTED/SELF-REPORTED
- DELIBERATIONS FOCUS ON DEVELOPMENTAL ALTERNATIVE
- DEVELOPMENTAL ALTERNATIVES
 - REPRIMAND/RETURN TO DUTY
 - TURNBACK
 - SEPARATION W/INVITATION TO APPLY FOR READMISSION
(WITH OPTION FOR ACTIVE DUTY SERVICE)
- EACH DEVELOPMENTAL ALTERNATIVE INCLUDES:
 - ASSIGNMENT OF A MENTOR
 - WRITTEN/ORAL PRESENTATION ON HONOR



OUTCOMES

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

MAJOR CONTRIBUTIONS OF THE POSVAR COMMISSION

- SOUND REVISIONS OF HONOR SYSTEM AND HONOR EDUCATION
- 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 THE HONOR CODE TO BROADER PROFESSIONAL AND PUBLIC SERVICE

SOURCE OF STUDY

CHANGE CODE

POSVAR COMMISSION

Recommendation #1.
Change non-tolerance clause to
read "...nor tolerate
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.

(As of 14 JUNE 1990)

2. Corps surveyed in
September 1989.

3. Honor Actions Committee
staffed final action and
recommended it not be
implemented.

4. Superintendent elected to
not implement (Jan 90).

REMARKS

NOT IMPLEMENTED.

Honor Actions Committee further
recommended that USMA remain
open, in future years, to
consideration of more appropriate
alternative wordings.

SOURCE OF STUDY

POSVAR COMMISSION

ALT'S TO SEPARATION

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 staffed final action and recommended implementation.
4. Supt approved (Jan 90).

REMARKS

IMPLEMENTATION AY 90-91
w/recommendations 3 & 4.

SOURCE OF STUDY

POSVAR COMMISSION

HONOR ACTIONS COMMITTEE

CORPS OF CADETS

ACTIONS TAKEN/REMAINING

REMARKS

TYPES OF ALT'S TO SEPARATION

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.

Developmental alternatives should specifically include the following:
-reprimand & return to duty.
-turnback to the next succeeding class.
-separation with invitation to apply for readmission to USMA within 8-12 months. Cadet has option to volunteer for enlisted service during the period of absence from USMA. All alternatives include the assignment of a mentor and a written/oral presentation on honor upon return to USMA.

Roughly two-thirds support.

1. Chairman, Honor Committee addressed Corps.
2. Corps surveyed in September 1989.
3. Honor Actions Committee staffed final action and recommended implementation.
4. Supt approved (Jan 90).
5. ODCSPER coordinated with ARSTAF on active duty dimension.
6. ASA (M&RA) approved active duty dimension, 25 May 1990.

IMPLEMENTATION AY 90-91.

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.

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 staffed final action and recommended implementation.

4. Supt approved (Jan 90).

REMARKS

IMPLEMENTATION AY 90-91.

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.

ACTIONS TAKEN/REMAINING

1. Recommendation #5 implemented. Admissions office, USMA, conducted extensive review of the recruiting and admissions system and determined that current infusion of "character" as a criterion for admission is appropriate. Proposed requisite verbal expressions of right and wrong will not be introduced due to inconsistency in assessment.
2. Recommendation #6 previously implemented.

REMARKS

IMPLEMENTED.

SOURCE OF STUDY

POSVAR COMMISSION

DEFINITION OF LYING

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.

SOURCE OF STUDY

POSVAR COMMISSION

TRIVIALIZATION OF CODE

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).

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

REMARKS

IMPLEMENTED.

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.

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. Previously 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. Absence card eliminated.
2. O/Comdt has implemented new accountability policy.

REMARKS

IMPLEMENTED (Began AY 89-90).

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 approved Honor Actions Committee proposal. In the event that the cadet is found to be in violation of the Code, general character testimony is presented in writing subsequent to the finding(s).

REMARKS

IMPLEMENTED (Began AY 89-90).

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 approved.
2. Honor Committee implemented.

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.

ACTIONS TAKEN/REMAINING

1. Recommendation #13 implemented.
2. Role of counsel staffed and reaffirmed.

REMARKS

IMPLEMENTED (Began AY 89-90).

SOURCE OF STUDY

VOTE AT HEARINGS

POSVAR 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 approved.
2. Honor Committee implemented.

REMARKS

IMPLEMENTED (Began AY 89-90).

SOURCE OF STUDY

SELECTION OF HONOR K.E.P.S

POSVAR COMMISSION

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

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. Previously implemented.

2. Commandant has further underscored the importance of this position through published standards (April 90).

REMARKS

IMPLEMENTED.

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.

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 has reduced time allotted for legal review and transcript preparation from 15 to 10 days.
2. ASA (M&RA) approved a 30-day processing "goal" at HQDA.

REMARKS

IMPLEMENTED (USMA-Oct 89)
(HQDA-Feb 90)

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 over- turning a case.

ACTIONS TAKEN/REMAINING

1. USMA position: only SA should disapprove recommendation to separate a cadet.
2. ODCSPER position: that ASA (M&RA) should have authority to approve Supt recommendation; only SA should disapprove recommendation for separation.
3. ODCSPER coordinating with ARSTAF.
4. SA decision.

REMARKS

PENDING SA decision.

SOURCE OF STUDY

CONGRESSIONAL INTEREST (CASES)

POSVAR COMMISSION

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

ACTIONS TAKEN/REMAINING

1. USMA provided (Oct 89) OCLL with definitive overview of the investigative process.
2. OCLL will include info paper with correspondence in response to Congressional inquiries regarding honor cases.

REMARKS

IMPLEMENTED.

SOURCE OF STUDY

CADET TIME

POSVAR COMMISSION

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

ACTIONS TAKEN/REMAINING

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

REMARKS

IMPLEMENTED (Began AY 89-90).

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 in-struction 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, revised lesson plans IAW the new content.
2. Supt approved.
3. Honor Committee implemented.

REMARKS

IMPLEMENTED (Began AY 89-90).

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 approved.
2. Honor Committee implemented.

REMARKS

IMPLEMENTED (Began AY 89-90).

SOURCE OF STUDY

ADVISORY BOARDS

POSVAR COMMISSION

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

ACTIONS TAKEN/REMAINING

1. USMA position: Another advisory board in addition to BOV is redundant.
2. ODCSPER recommends that Supt identify to Army leadership, candidates with expertise in ethical and moral education for nomination to BOV.
3. CSA disapproved on 29 Mar 90; endorsed 1 & 2 above.

REMARKS

NOT IMPLEMENTED per CSA decision.

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 implemented CHET.

REMARKS

IMPLEMENTED (Began AY 89-90).

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.

CADET HONOR COMMITTEE

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

ACTIONS TAKEN/REMAINING

1. Included in new honor education content.
2. Annual National Honor Conference also helps foster this understanding.

REMARKS

IMPLEMENTED.

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

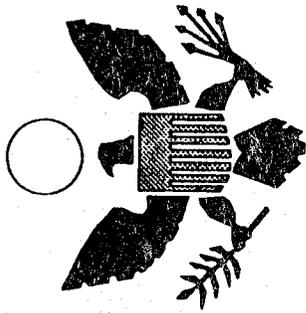
Continue to stress "doing the right thing" v. "adhering to a set of rules." Concur with the Honor Actions Committee's orientation.

ACTIONS TAKEN/REMAINING

1. Honor Committee incorporated the spirit of the Code portion of the Honor Actions Committee report in the revision of the Honor Committee's instructional pamphlets.
2. "Spirit of Code" written and disseminated.

REMARKS

IMPLEMENTED.



LEADERSHIP IS BUILT ON TRUST;

TRUST IS BUILT ON HONOR

ENRICHMENT

- DEVELOPMENT BEYOND BASELINE REQUIREMENTS
- CONTINGENT ON BASELINE PERFORMANCE
- CADET DISCRETION
- SUMMER ENRICHMENT (MANDATORY)
 - PRECEDING 20 AND 10 YEAR
 - EXAMPLES
- ACADEMIC YEAR ENRICHMENT (OPTIONAL)

**REVISED
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OFFICE OF THE DEAN OF THE ACADEMIC BOARD

- 101. Summer Medical Internship (VST 26-type 3)
- 102. Cadet Summer Research Program (VST 3-type 3)
- 103.* Service Academy Exchange Program (type 1)
- 104.* Public Affairs (type 3)
- 105. Open
- 106. Open

BEHAVIORAL SCIENCES AND LEADERSHIP

- 107. Visiting Professor's Course: Criminal Justice (type 1)
- 108. PL XXX: Performance Enhancement in Sports and the Military (type 2)
- 109. Battlefield Laser Hazards (type 3)
- 110. Sleep Loss/Disruption Influences (type 3)
- 111. Materiel Development (type 3)
- 112. Equal Opportunity in the Military (type 3)
- 113. Civilian Manpower Allocation Policy (type 3)
- 114. Commissioning Source Policy Issue Resolution (type 3)
- 115. DA Selection Board Assistant (type 3)
- 116. Women in the Army Utilization (type 3)
- 117. Legislation and the Army (type 3)
- 118. Enlisted Soldier Loss Behavior Analysis (type 3)
- 119. Remedial Academic Skills Training (type 3)
- 120. ADP Systems Development and Sustainment (type 3)
- 121. Manpower Program and Allocation (type 3)
- 122. Manpower Management Policy (type 3)
- 123.* Army Recruitment
- 124.* Aviation Research
- 125.* Flight Simulation Research
- 126.* Management Internship
- 127.* Research on Behavior of Delinquent Adolescents
- 128.* Human Factors Engineering and Design of Flight Controls
- 129.* Leadership Assessment
- 130.* Army War College Internship
- 131. Open

CHEMISTRY

- 132. CH 444: Laboratory Experience (type 2)
- 133. CH 457: Special Topics (type 2)
- 134. Chemistry Summer Intern Program (VST 15-type 3)
- 135. Biological Research at Brookhaven National Lab (type 2)
- 136. DNA Restriction Analysis Course at UConn (type 2)
- 137. Open
- 138. Open

New offerings not listed in earlier version

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CIVIL AND MECHANICAL ENGINEERING

- 139. SAE Mini-Baja Engineering Competition (type 1)
- 140. Human Powered Vehicle (Land and Water) (type 2)
- 141. Surgical Drainage System (type 2)
- 142. Wind Tunnel Turbulence (type 2)
- 143. Energy Audit (type 2)
- 144. Ram-Air Parachute Engineering Analysis (type 2)
- 145. Cessna 182 Parameter Verification (type 2)
- 146. Cadet District Engineer Program (VST 14-type 3)
- 147. Mechanical Engineering Summer Research (VST 24-type 3)
- 148. Summer Term at Participating Universities (type 1)
- 149. Open
- 150. Open

ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

- 151. Directed Study/Research Projects (type 1)
- 152. Cooperative Student Projects (VST 16 & 17-type 3)
- 153. Training with Industry (type 3)
- 154. Engineering Intern Projects (type 3)
- 155. Short Course Projects (type 3)
- 156. Open
- 157. Open

ENGLISH

- 158. EN 378: English Expression Workshop (New England) (type 1)
- 159. EN 378: English Expression Workshop (Italy) (type 1)
- 160. EN 378: English Expression Workshop (England) (type 1)
- 161. Chief of Staff Army--Initiatives Group (type 3)
- 162. Chief of Staff Army--Speech Writer (type 3)
- 163. Joint Chief of Staff--Public Affairs (type 3)
- 164. Supreme Allied Commander Europe Staff (type 3)
- 165. TRADOC Effective Communication Seminars (type 3)
- 166.* CINC PAC/WESTCOM Staff (type 3)
- 167.* 7th CORPS Staff (type 3)
- 168.* House Ethics Committee (type 3)
- 169. Open
- 170. Open

New offerings not listed in earlier version

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FOREIGN LANGUAGES

- 171. German Immersion (type 2)
- 172. Interactive Video/Language Learning (type 2)
- 173. Foreign Academy Exchange Program (VST 6-type 3)
- 174. German Army Orientation (VST 75-type 3)
- 175. People's Republic of China Visit (VST 19c-type 1)
- 176. Taiwan Cultural Visit (VST 19t-type 1)
- 177. USA Russian Institute (VST 27-type 1)
- 178. Formal Spoken Arabic (type 1)
- 179. Arabic Abroad (type 1)
- 180. French Abroad (type 1)
- 181. German Language Study/Immersion in Germany (type 1)
- 182. Portuguese Language Study/Immersion in Brazil (type 1)
- 183. Spanish Language Study/Immersion in Spain/Mexico (type 1)
- 184. Open
- 185. Open

GEOGRAPHY AND ENVIRONMENTAL ENGINEERING

- 186. EV 365: Cultural and Political Geography (type 1)
- 187. EV 380: Principles of Surveying (type 1)
- 188. EV 388A: Physical Geography (type 1)
- 189. EV 390B: Urban Geography (type 1)
- 190. Geology Field Course (type 1)
- 191. Military Geography Site Studies (type 1)
- 192. Army Space Command (type 1)
- 193. Defense Intelligence College (type 1)
- 194. USA Waterways Experiment Station (type 1)
- 195. Special Warfare Training Group (type 3)
- 196. USA Engineer Studies Center (type 3)
- 197. Computerized Training Management and Geographic Decision Support System (type 3)
- 198. Environmental Protection Agency, Region II (type 3)
- 199. Army Armament Research and Development Center (type 3)
- 200. Army Space Institute (type 3)
- 201. USA Engineer Center (type 3)
- 202. USA Engineer Topographic Lab (type 3)
- 203. Mississippi River Commission (type 3)
- 204. USA Hydrologic Engineering Center (type 3)
- 205.* Israeli Kibbutz Work Project
- 206.* USA Cold Regions Research and Engineering Lab (type 1 or 3)
- 207.* USA Environmental Hygiene Lab (type 1 or 3)
- 208.* Defense Mapping Agency (type 3)
- 209.* Federal Bureau of Investigation, NY (type 3)
- 210. Open
- 211. Open

New offerings not listed in earlier version

TABLE OF CONTENTS

HISTORY

- 212. Directed Readings (type 3)
- 213. History Intern Summer Program/Directed Research (VST 21-type 3)
- 214. Study at Civilian/Military Schools (type 1)
- 215. German Army Attacks: 1940 and 1944 (type 3)
- 216. Civil War Staff Ride (type 3)
- 217. Hudson Valley in Early American History (type 3)
- 218. Open
- 219. Open

LAW

- 220. Law 311: American Legal System--Famous Cases (type 2)
- 221. Law Internship/Research-Practice Experience
- 222. Open
- 223. Open

MATHEMATICAL SCIENCES

- 224. MA 489: Advanced Individual Study (type 1)
- 225. MA 397: Advanced Individual Research (type 1)
- 226. Math Summer Program/Research Assistant (VST 23-type 3)
- 227. Open
- 228. Open

PHYSICS

- 229. PH 386: Advanced Physics Lab (type 1)
- 230. NE 386: Nuclear Lab (type 1)
- 231. PH 489B: Advanced Individual Study in Physics (type 1)
- 232. NE 489: Advanced Individual Study in Nuclear Engineering (type 1)
- 233. Physics Summer Program (VST 25-type 3)
- 234. Open
- 235. Open

* New offerings not listed in earlier version

TABLE OF CONTENTS

SOCIAL SCIENCES

- 236. SS 489a: Research--Applied Macroeconomics (type 1)
- 237. SS 489b: Research--Applied Microeconomics (type 1)
- 238. SS 489c: Research--Finance Theory (type 1)
- 239. SS 489d: Research--Economic Reform in Soviet Union
and Warsaw Pact (type 1)
- 240. SS 488N: Applications of Managerial Economics (type 1)
- 241. SS 391a: Financial and Investment Management (type 2)
- 242. Applied Research in Defense Reform (type 3)
- 243. Cadet Summer Intern Program (VST 1-type 3)
- 244. Crossroads Africa (VST 2-type 3)
- 245. Social Sciences Summer Program (VST 29-type 3)
- 246. Internship, Policy Making (type 3)
- 247. Internship, National Bureau of Economic Research (type 3)
- 248. Internship, National Security Agency (type 3)
- 249. Internship, Defense Intelligence Agency (type 3)
- 250. East Asia-Pacific Rim Political and Military Affairs (type 3)
- 251. Applied Research in Intelligence (type 3)
- 252. Applied Research in Comparative Weapon Systems
Procurement (type 3)
- 253.* Internship; Army Materiel Command
- 254.* Internship, Chief of Staff Army
- 255. Open
- 256. Open

SYSTEMS ENGINEERING

- 257. SE 491: Research Project in Systems Engineering
(type 1)
- 258. SE XXX: Elective in SE (type 1)
- 259. Systems Engineering Summer Intern Program (VST 10-type 3)
- 260. Summer Term at Participating Universities (type 1)
- 261. Open
- 262. Open

* New offerings not listed in earlier version

ENRICHMENT PARTICIPATION

SUMMER 1990

• ACADEMIC ENRICHMENT	685
- SUMMER TERM ACADEMIC PROGRAM (10/20)	314
• MILITARY ENRICHMENT	935
• PHYSICAL ENRICHMENT	101

FOURTH CLASS SYSTEM REVIEWS

1989 - 90

- CADETS
- TRUSTEES OF THE ASSOCIATION OF GRADUATES
- STAFF & FACULTY

WHY SUCH A REVIEW WAS DEEMED NECESSARY

- INSTITUTIONAL SELF-STUDY REPORTS
 - CADET COMMITTEE
 - LEADER DEVELOPMENT COORDINATION COMMITTEE
- CONSISTENCY WITH PREVIOUS ANALYSES
 - 1969 REVIEW
 - BORMAN COMMISSION
 - WEST POINT STUDY GROUP
- USMA PURPOSE STATEMENT

SUPERINTENDENT'S GUIDANCE

- DO NOT DILUTE THE RIGOR/CHALLENGE
- ENSURE WE RETAIN AN EXPERIENCE THAT PUTS
"FIRE IN THEIR SOULS"
- DO NOT COMPROMISE PROFESSIONAL STANDARDS
WHICH GUIDE LEADER-SUBORDINATE RELATIONS

"FOCUS ON DOING WHAT'S RIGHT . . .
NOT SIMPLY ON DOING THINGS RIGHT"

CHORDS OF HARMONY

- MUST FOCUS ON FOUR YEARS OF DEVELOPMENT . . . NOT JUST THE FIRST YEAR
- CONDUCT IN THE CADET MESS NEEDS IMMEDIATE ATTENTION
- FOURTH CLASS REQUIREMENTS (E.G., KNOWLEDGE) JEOPARDIZE PERFORMANCE IN OUR THREE DEVELOPMENTAL PROGRAMS
- DEMEANING/SUBORDINATING BEHAVIORS JEOPARDIZE DEVELOPMENT OF HEALTHY LEADER-SUBORDINATE RELATIONSHIPS

SYNTHESIS/COURSE CHARTING

* BY:

- SUPERINTENDENT
- COMMANDANT
- DIRECTOR, LEADER DEVELOPMENT INTEGRATION

* LED TO:

- CBT IMMEDIATE "FIXES"
- FURTHER CONSIDERATION OF SYSTEMIC FIXES
FOR THE AY (CLDS)

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.**

PHYSICAL DEVELOPMENT PROGRAM GOALS

- 1. TO CULTIVATE IN CADETS OPTIMUM PHYSICAL CAPABILITY AND PERSONAL HEALTH KNOWLEDGE SO THAT EACH CAN MEET THE PHYSICAL REQUIREMENTS OF THE MILITARY PROFESSION AND THE BROADER DEMANDS OF A HEALTHY LIFESTYLE.**
- 2. TO DEVELOP IN CADETS THE ABILITY TO MAINTAIN PERSONAL PHYSICAL FITNESS AND TO PROMOTE FITNESS OF THE UNITS THEY LEAD.**
- 3. TO NURTURE IN CADETS, QUALITIES SUCH AS INITIATIVE, COURAGE, PERSISTENCE, SELF-SACRIFICE, AGGRESSIVENESS, AND THE WILL TO WIN THAT WILL HELP THEM MEET THE CHALLENGES OF LEADERSHIP IN PEACE OR WAR.**
- 4. TO OFFER A PROGRAM WITH SUFFICIENT VARIETY AND RICHNESS TO PERMIT EACH CADET TO DEVELOP A LEVEL OF SKILL AND MASTERY APPROPRIATE FOR A LIFETIME OF PARTICIPATION IN SPORT AND PHYSICAL ACTIVITY.**
- 5. TO CONTRIBUTE TO THE DEVELOPMENT AND CULTIVATION IN EACH CADET OF THOSE MORAL ETHICAL ATTRIBUTES ESSENTIAL TO PROVIDING THE NATION WITH LEADERS OF CHARACTER.**
- 6. TO PROVIDE A PROFESSIONAL PHYSICAL DEVELOPMENT STAFF OF BOTH MILITARY AND CIVILIAN PERSONNEL WHO BY EXAMPLE SERVE AS APPROPRIATE ROLE MODELS FOR CADETS.**

PHYSICAL DEVELOPMENT OBJECTIVES

1. THE DEVELOPMENT OF OPTIMUM PHYSICAL CAPABILITY WHICH IS DEFINED TO INCLUDE MUSCULAR FITNESS, AEROBIC FITNESS, FLEXIBILITY, STRENGTH, POWER, AND APPROPRIATE BODY COMPOSITION AS DETERMINED BY A CADET'S PERFORMANCE ON STANDARDIZED FITNESS TESTS AND MEETING ESTABLISHED USMA WEIGHT MANAGEMENT REQUIREMENTS.
2. THE DEVELOPMENT OF NEUROMUSCULAR AND KINESTHETIC ABILITIES THROUGH THE ACQUISITION OF AND PARTICIPATION IN SPORT SKILLS AS MEASURED BY PERFORMANCE IN PHYSICAL EDUCATION INSTRUCTIONAL EXPERIENCES.
3. THROUGH PARTICIPATION IN AN ORGANIZED COMPETITIVE SPORT PROGRAM:
 - A. THE DEVELOPMENT OF JUDGMENT, INSIGHTS, AND UNDERSTANDING WHICH WILL ASSIST CADETS IN REALIZING AND RECOGNIZING THEIR PHYSICAL AND MENTAL CAPACITIES AND ABILITIES.
 - B. THE DEVELOPMENT OF LEADERSHIP AS CADETS HAVE OPPORTUNITIES TO SERVE AS COACHES OR OFFICIALS OF ATHLETIC AND SPORT ACTIVITIES.
 - C. THE DEVELOPMENT OF A SENSE OF ENJOYMENT AND PERSONAL MEANING ASSOCIATED WITH SPORT COMPETITION AND PHYSICAL CAPABILITY.
 - D. THE DEVELOPMENT OF THE ABILITY TO THINK AND ACT PURPOSEFULLY UNDER STRESS AS AN INDIVIDUAL WITH CHARACTER.
 - E. THE DEVELOPMENT AND CULTIVATION OF PRIDE AND ESPIRIT WITHIN THE CORPS OF CADETS WHICH HAS ITS SOURCE ACCOMPLISHMENTS IN SPORT COMPETITION.

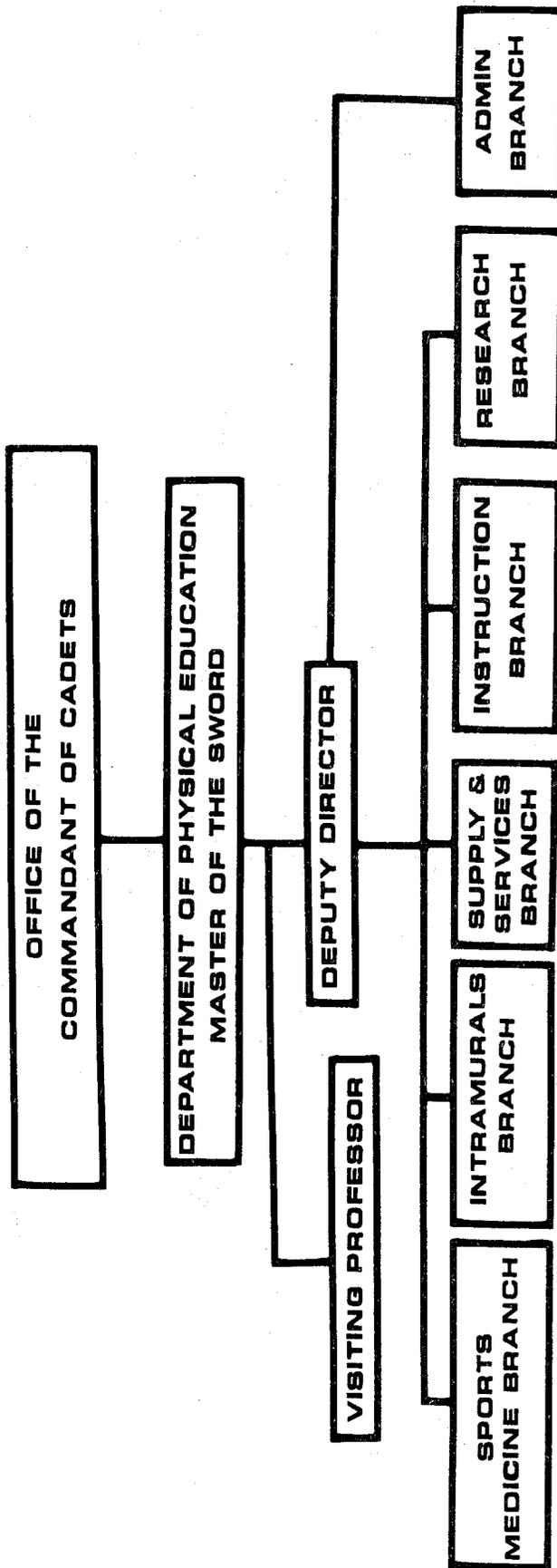
PHYSICAL DEVELOPMENT OBJECTIVES (Continued)

- 4. THE DEVELOPMENT OF A FUNDAMENTAL KNOWLEDGE OF HUMAN ANATOMY, PHYSIOLOGY OF EXERCISE, NUTRITION, WEIGHT CONTROL AND HYGIENE.**
- 5. TO PROVIDE A COMPETITIVE SPORT EXPERIENCE AT THE HIGHEST LEVEL POSSIBLE FOR EVERY CADET IN EACH SEMESTER.**
- 6. TO GRADUATE MASTER FITNESS TRAINER (MFT) QUALIFIED ARMY OFFICERS.**
- 7. TO CONTRIBUTE TO THE GOAL OF A HEALTHY LIFESTYLE BY PROVIDING EACH CADET THE OPPORTUNITY TO DEVELOP LIFETIME FITNESS AND ACTIVITY SKILLS AS WELL AS THE KNOWLEDGE GERMANE TO LEADING A HEALTHY LIFE.**

DPE MISSION

TO CONTRIBUTE TO THE PREPARATION OF EACH CADET FOR A CAREER OF MILITARY LEADERSHIP THROUGH AN INTENSIVE AND PROGRESSIVE PROGRAM OF PHYSICAL EDUCATION. TO CONTRIBUTE TO THE DEVELOPMENT OF LEADERS OF CHARACTER, AS IT PERTAINS TO THE INTELLECTUAL, PHYSICAL AND MILITARY MODEL THROUGH THE PHYSICAL DEVELOPMENT OF THE CORPS OF CADETS.

ORGANIZATION CHART



PHYSICAL DEVELOPMENT SUB-PROGRAMS

- **SPORT SKILL DEVELOPMENT**
- **FITNESS DEVELOPMENT**
- **GUIDANCE**
- **MASTER FITNESS TRAINING (MFT)**
- **COMPETITIVE SPORTS**

● SUB-PROGRAM COMPONENTS

● SPORT SKILL DEVELOPMENT

● CORE DEVELOPMENT COURSES

- BOXING (M)
- SELF-DEFENSE I (W)
- GYMNASTICS
- FUNDAMENTALS OF PHYSICAL FITNESS
- COMBATIVES (WR / SDII / CQC)
- UNIT FITNESS PLANNING

● LIFETIME SPORTS

- GOLF
- TENNIS
- RACQUETBALL
- DOWNHILL SKIING
- VOLLEYBALL

SUB-PROGRAM COMPONENTS (Continued)

- ***FITNESS DEVELOPMENT***
 - **PHYSICAL DEVELOPMENT PORTIONS OF CBT / CFT / DETAILS**
 - **FITNESS VIA SPORT SKILL DEVELOPMENT**
 - **FITNESS PREPARATION**
 - **FITNESS TESTING (ASSESSMENT)**

SUB-PROGRAM COMPONENTS (Continued)

- **GUIDANCE**
 - MONITOR 4-YEAR PHYSICAL DEVELOPMENT OF EACH CADET
 - IDENTIFY / COUNSEL WEAK PERFORMERS
 - RECOGNIZE TOP PERFORMERS
 - MONITOR COMPETITIVE SPORT INVOLVEMENT

SUB-PROGRAM COMPONENTS (Continued)

- **MASTER FITNESS TRAINING (MFT)**
 - PHYSICAL DEVELOPMENT PORTIONS OF CBT / CFT / DETAILS
 - FUNDAMENTALS OF PHYSICAL FITNESS
 - UNIT FITNESS PLANNING
 - FITNESS DEVELOPMENT
 - COMPETITIVE SPORTS
 - CERTIFICATION EXAMINATION

SUB-PROGRAM COMPONENTS (Continued)

- **COMPETITIVE SPORTS**
 - CORPS SQUAD (BOTH SEMESTERS)
 - COMPETITIVE CLUB (SEMESTER LONG SEASON)
 - INTRAMURAL (2 SEASONS / SEMESTER)

- **MINIMUM REQUIREMENTS**
 - 1 SEASON PER SEMESTER
 - 1 TEAM -- CONTACT EXPERIENCE PRIOR TO GRADUATION

PHYSICAL DEVELOPMENT BASELINE REQUIREMENTS

- COMPLETE OR VALIDATE THE FOLLOWING CORE DEVELOPMENTAL COURSES:
 - BOXING (M) \sum
 - SELF-DEFENSE I (W) \sum (4°)
 - GYMNASTICS \sum
 - FUNDAMENTALS OF PHYSICAL FITNESS \sum
 - COMBATIVES (WR / SDII / CQC) \sum (3°)
 - UNIT FITNESS PLANNING AND CERTIFICATION EXAM \sum
- COMPLETE AND PASS THE FOLLOWING CORE DEVELOPMENTAL COURSE:
 - SWIMMING / SURVIVAL SWIMMING (MINIMUM GRADE OF "D") (4°)
 - COMPLETE AND PASS PHYSICAL FITNESS DEVELOPMENT PROGRAM (ALL)
 - COMPLETE 2 LIFETIME SPORTS (U°)
 - COMPLETE 1 TEAM-CONTACT-COLLISION (TCC) EXPERIENCE (ANY)
 - PARTICIPATE IN 1 COMPETITIVE SPORT PER SEMESTER (ALL)
 - MEET AR 600-9 WEIGHT MANAGEMENT REQUIREMENTS (ALL)

PHYSICAL DEVELOPMENT PORTIONS OF CBT

- DAILY PHYSICAL CONDITIONING
- DIAGNOSTIC TESTING
- SWIM CLASSIFICATION
- OBSTACLE COURSES
- WARRIOR COMPETITION
- MASS ATHLETICS

FOURTH CLASS

- **BOXING (M)**
- **GYMNASTICS**
- **SWIMMING**
- **SELF-DEFENSE I (W)**
- **APFT**

PHYSICAL DEVELOPMENT PORTIONS OF CFT

- DAILY PHYSICAL CONDITIONING
- TESTING
- OBSTACLE COURSES
- MASS ATHLETICS
- RIFLE BAYONET TRAINING
- CLOSE QUARTERS COMBAT
- INSTRUCTOR TRAINING
- SOLDIER FITNESS DAY
- BUCKNER CHALLENGE

UPPERCLASS

- FUNDAMENTALS OF PHYSICAL FITNESS
- COMBATIVES
- MFT
- LIFETIME SPORTS (2)
- APFT'S (TWICE ANNUALLY)
- IOCT'S (THIRD / FIRST CLASS)

LIFETIME SPORTS

- BASKETBALL
- GOLF
- HANDBALL
- DOWNHILL SKIING
- STRENGTH DEVELOPMENT
- LIFESAVING
- SCUBA
- ADVANCED CLOSE
QUARTERS COMBAT
- RACQUETBALL
- TENNIS
- SQUASH
- CROSS COUNTRY SKIING
- VOLLEYBALL
- ICE SKATING
- FITNESS SERIES
(CYCLING / RUNNING)
(AEROBICS / CYCLING)

MASTER FITNESS TRAINER (MFT) PROGRAM

4TH CLASS ● CBT

3RD CLASS ● FPF (INTERSESSION)
● CFT
● MFT

2ND CLASS ● DETAIL

1ST CLASS ● DETAIL
● APFT (2)

PHYSICAL DEVELOPMENT ENRICHMENT OPPORTUNITIES

- **ACADEMIC YEAR PROGRAM**
 - **LIFETIME SPORTS (BEYOND BASELINE)**
- **SUMMER PROGRAM**
 - **DPE ADVANCED SPORTS DEVELOPMENT**
 - **CORPS SQUAD PROGRAMS**

ADVANCED SPORTS DEVELOPMENT (SUMMER 1990)

- AVAILABLE FOR 40 CADETS ON VOLUNTARY BASIS
- RUNS CONCURRENTLY WITH STAP (3 1/2 WEEKS)
- EACH CADET TAKES 3 COURSES A DAY
- EACH COURSE IS 36 HOURS IN LENGTH
- CADET RECEIVES 3.0 CREDITS FOR DPE
- CREDITS ARE NOT IN LIEU OF CURRENT DPE REQUIREMENTS

ADVANCED SPORTS DEVELOPMENT SAMPLE PROGRAM

0600-0800: SUPER AEROBICS -

- 9 HOURS RUNNING
- 9 HOURS BIKING (MTN.)
- 9 HOURS BIKING (TOUR)
- 9 HOURS ALTERNATIVE (STEPS, AEROBIC DANCE, POWER WALKING AND WATER WORK)

0800-1000: BREAKFAST & FREE TIME

1000-1200: LIFETIME SPORT - ONE SELECTION ONLY:

- SCUBA (FULL CERTIFICATION)
- TENNIS (INCLUDES TOURNAMENT)
- GOLF (ON GOLF COURSE)

1200-1430: LUNCH & FREE TIME

1430-1630: ADVANCED MASTER FITNESS - 18 LESSONS STRENGTH DEVELOPMENT

- 18 LESSONS SPORT PHYSIOLOGY (TO INCLUDE PERFORMANCE ENHANCEMENT)

PHYSICAL DEVELOPMENT ENRICHMENT OPPORTUNITIES

(BEING RESEARCHED FOR SUMMER 1991)

- **MASTER FITNESS TRAINER CADRE**
- **AUGMENTATION TO MASTER FITNESS TRAINER SCHOOL**
- **NATICK LABORATORY FOR HUMAN PERFORMANCE RESEARCH**
- **INTERM AT OLYMPIC TRAINING CENTERS**
- **INTERM AT A NATIONAL SPORTS' GOVERNING BODY**
- **OLYMPIC SPORTS FESTIVAL PARTICIPANT (FULLY FUNDED)**
- **OUTWARD BOUND**
- **NATIONAL OUTDOOR LEADERSHIP SCHOOL**
- **AMERICAN COLLEGE OF SPORTS MEDICINE HEALTH FITNESS
INSTRUCTOR WORKSHOP AND CERTIFICATION**
- **INTERM AT A UNIVERSITY HUMAN PERFORMANCE LABORATORY**

NOTE: ALL PROGRAMS (EXCEPT ONE) WILL REQUIRE ADDITIONAL FUNDING.

FITNESS DEVELOPMENT PROGRAM (TESTING)

YEAR	SUMMER	1ST SEMESTER	INTERSESSION	2ND SEMESTER
4TH CLASS	DIAGNOSTIC APFT			APFT
3RD CLASS	APFT (CFT)		IOCT	APFT
2ND CLASS	APFT (REORGY)		*IOCT	APFT
1ST CLASS	APFT (REORGY)	IOCT		APFT

* CADETS SCORING A "C" OR ABOVE 3° YEAR VALIDATE THIS REQUIREMENT.

CADET APFT STANDARDS

	MAX (125)	100 PTS	MIN (50)
PUSH-UPS	100 (71)	82 (58)	42 (18)
SITUPS	100 (100)	92 (90)	52 (50)
2 MR	10:30 (12:22)	11:57 (14:46)	15:54 (18:54)

() NUMBERS IN PARENTHESIS INDICATE WOMEN STANDARDS

NOTE 1: CADETS MUST RECEIVE A TOTAL OF 201 POINTS TO PASS.

NOTE 2: CADET MINIMUMS AND RAW SCORES FOR 100 POINTS ARE IDENTICAL TO ARMY STANDARDS FOR 17 - 21 YEAR-OLDS.

AY 89 - 90 FALL APFT MEAN COMPARISONS

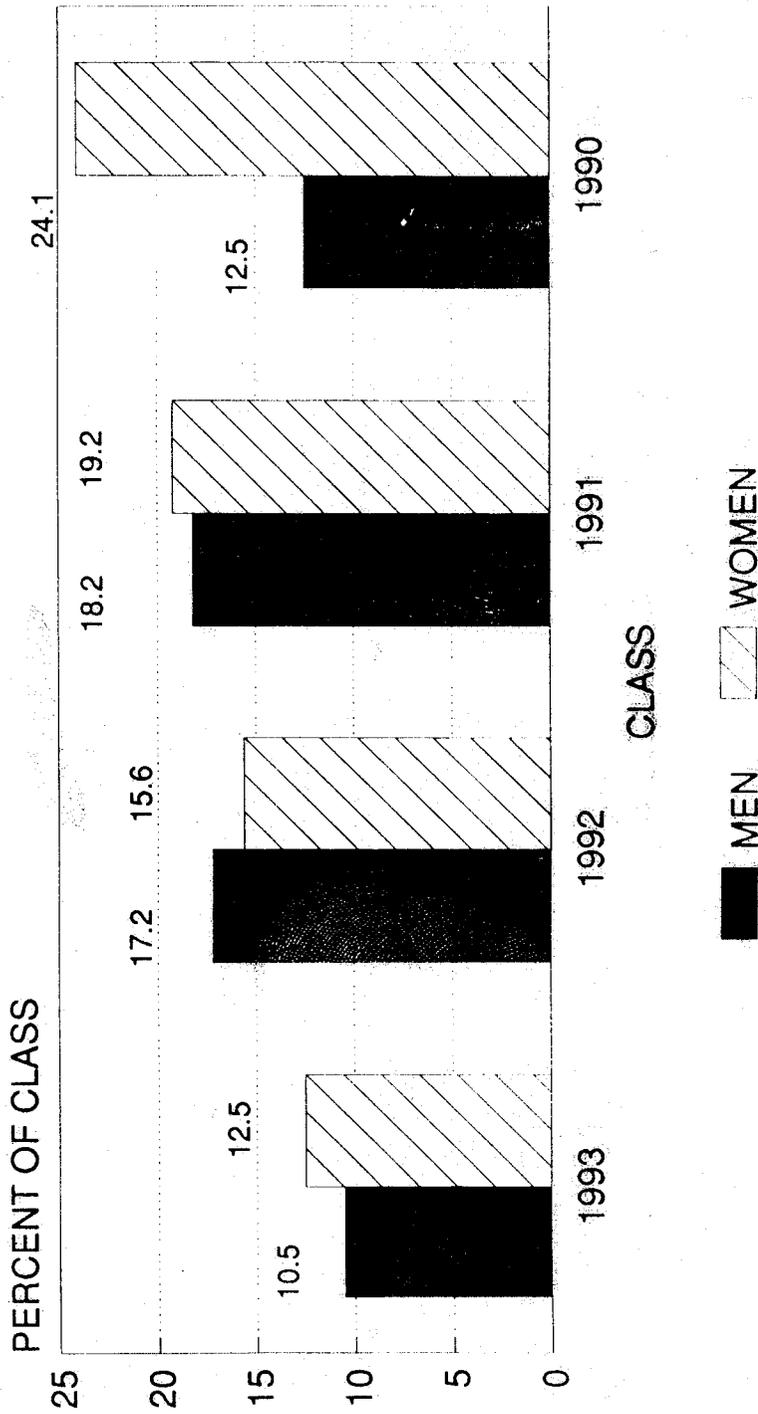
MEN

	93	92	91	90
PUSH-UP	56.0	68.4	74.8	75.0
SITUP	68.0	78.3	82.1	82.4
2 MR	12:48	12:54	13:06	13:18
SCORE	712/C-	811/B	833/B	831/B

WOMEN

	93	92	91	90
PUSH-UP	27	37.2	42.3	43.1
SITUP	67.8	78.9	79.2	83.5
2 MR	15:00	14:54	15:06	15:18
SCORE	703/D	823/B-	832/B	845/B

ARMY PHYSICAL FITNESS BADGE RECIPIENTS SECOND SEMESTER AY 89-90



GUIDANCE

- **REGIMENTAL COUNSELORS**
- **COMPANY GUIDANCE COUNSELORS**
- **COUNSEL / MONITOR WEAK PERFORMERS**
- **RECOGNIZE TOP PERFORMANCE**
- **COORDINATE WITH TACTICAL OFFICERS**

INTRAMURAL OFFERINGS

EARLY FALL

- * FOOTBALL
- * 3 X 3 BASKETBALL
- * SOCCER
- * TEAM HANDBALL

WINTER

- * BASKETBALL
- * BOXING
- * SWIMMING
- * WALLYBALL
- * AREA HOCKEY
- * T-C-C SPORTS

LATE FALL

- * FOOTBALL (CONT)
- * 5' 10" BASKETBALL
- * WRESTLING
- * RACQUETBALL

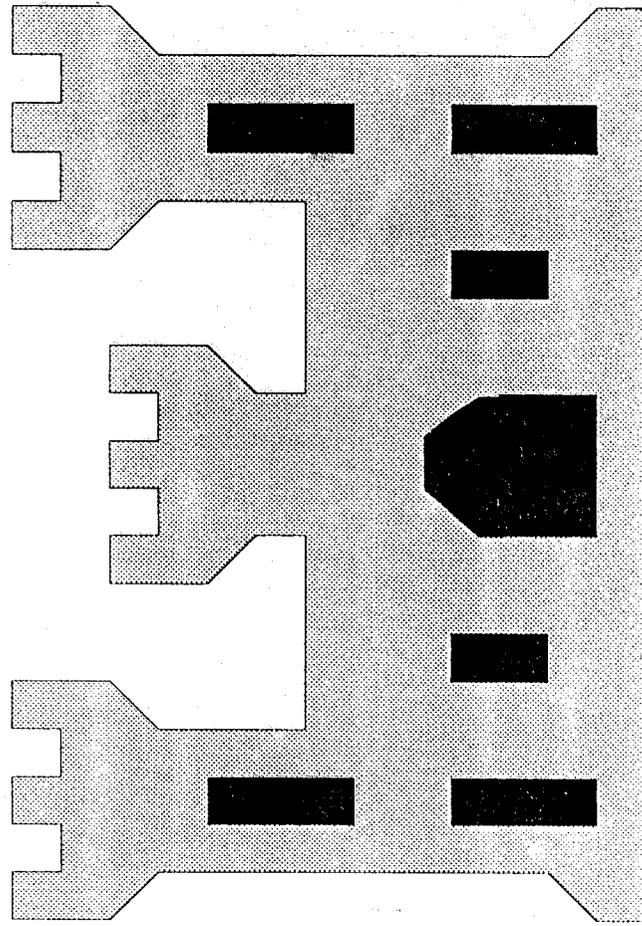
SPRING

- * SOFTBALL
- * CROSS COUNTRY
- * RUGBY
- * FLICKERBALL

SPORTS MEDICINE

- **RECONDITIONING**
- **WEIGHT MANAGEMENT**
- **TRAINERS**
- **POSTURE**

Directorate of Engineering and Housing



United States Military Academy

USMA REVITALIZATION

OUTLINE

- Background
- POM Plus-Up
- Results
- Other
 - ■ Housing
 - ■ Leveraging
 - ■ Bicentennial Implementation

BACKGROUND

- Initial Assessment
- BOV - Dec 88, Aug 89
- Secretary of the Army Briefing
- POM Plus-Up
- Validation

GUIDANCE / CRITERIA

- Environmental Compliance
- ARR - Support
- BMAR/DMAR/UMAR - Reduction
- Demolition
- Revitalization
- Bicentennial Implementation

POM FY92-97

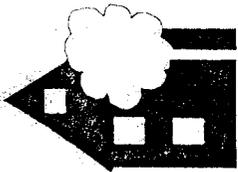
(as of 28 March 1990)

	92	93	94	95	96	97
MCA	11200	4500	10450	16850	15000	18400
AFHC	890	15475	15650	2525	4460	1590
ARR	53215	56960	56705	59082	60615	62495
COO	13974	12044	13652	15062	14859	12516
<hr/>						
DEH TOA	79279	88979	96457	93519	94934	95001
<hr/>						
PLUS UP	17000	17000	41000	40000	33000	24000
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MCA	11700	7000	17500	43500	17950	10450
AFHC	925	18170	37145	1260	18762	12725
ARR	57815	59954	62283	64453	65831	67872
COO	13974	13906	15083	16364	17597	18889
UMAR	11865	6949	5446	7942	7794	9065
<hr/>						
DEH TOA	96279	105979	137457	133519	127934	119001

Phone Call + Fax Info

OMA / AFH PROJECTS

	92	93	94	95	96	97
ARR	18700	17600	20600	20900	21200	21900
COO	3500	3500	3800	4100	4400	4800
UMAR	8765	3800	3100	4400	5200	5300
PROJECTS	3100	3200	2400	3500	2600	3800
TOTALS	34065	28100	29900	32900	33400	35800



HOUSING \$

AFHC	92	93	94	95	96	97
BP/1810/1830	925	19170	37145	1260	18762	12725

HOUSING PROJECTS

AFHC Program



<u>PI</u>	<u>PROJECT DESC</u>	<u>CWA/E</u>
92	Upgrade FGO Qtrs - Lee Ph I (New Doubles)	925
93	Stony Lonesome Housing Ph I (100 DU)	14,000
93	Upgrade FGO Qtrs - Lee Ph II (Old DbIs)	4,170
94	Stony Lonesome Hsg II&III (200 D.U.)	29,250
94	Upgrade FGO Qtrs Lee PhIII (Quints/Trips)	2,460
94	Upgrade Jr. NCO Qtrs (40 D.U.)	1,540
94	Upgrade Brick Row Qtrs (56 D.U.)	2,050
94	UG Utility Extension (Gas&Water-Capehart)	1,845
95	Upgrade Spec Cat Qtrs I I DU	1,260

HOUSING PROJECTS

AFHC Program



<u>FY</u>	<u>PROJECT DESC</u>	<u>CWE</u>
96	Replacement Construction Grey Ghost (119 DU)	10,455
96	Upgr Senior Officer Qtrs - Wilson Rd (10 DU)	1,180
96	Upgrade High Cost Historic Qtrs - Ph I	2,400
96	A/C Family Housing Ph I	1,900
96	Upgrade Special Category Qtrs (9 DU)	675
96	Upgrade New Brick Hsg, Ph I (50 DU)	2,152
97	Replacement Constr-Overaged Fam Qtrs (30 DU)	3,950
97	A/C Family Housing Ph II	690
97	Upgrade Bartlett Loop Qtrs	750
97	Upgrade Special Category Qtrs (13 DU)	1,185
97	Upgrade Historic Qtrs Ph II (11 DU)	1,600
97	Upgrade New Brick Hsg, Ph II (106 DU)	4,550

MCA \$

92 93 94 95 96 97

11700 7000 17500 43500 17950 10450

MCA

MCA FY92

Replace Consolidated Admin Bldg	\$4500
Garrison Commanders HQ PH I	\$7200
	<hr/>
	\$11700

MCA FY93

Garrison Commanders PH II \$7000

MCA FY94

Garrison Commanders PH III	\$5500
Renovate Building 667	\$9000
Traffic Safety - (Mills Road)	\$3000
	<u>\$17500</u>

MCA FY95

Water Treatment Plant \$1500

Camp Buckner

Science Building \$42000

\$43500

MCA FY96

Seal Closed Landfills	\$8250
Community Center	\$5000
Traffic Safety By-Pass	<u>\$4700</u>
	\$17950

MCA FY97

Tertiary Treatment Plant \$10450

RESULTS

- Demolition - 700,000 ft²
- BMAR/DMAR/UMAR - eliminated
- Facility Age - reduced by 25 years
- Utilities - 70% below design life

HOUSING

- The Need
- Alternatives
 - SHARE
 - 2667
 - 801/802
 - Appropriated
 - Other
- STAS Initiative

LEVERAGING

- The Philosophy
- Where We Are
- Where We're Going

BICENTENNIAL IMPLEMENTATION

- Programming Priorities
- Impact of POM Plus-Up
- Execution

PROGRAMMING

PRIORITIES

- 1 - Establish the Cadet Zone
 - Traffic Flow
 - Clear the Plain
 - Move Incompatible Uses
 - Cadet Mall

- 2 - Establish the Single Soldier Zone
 - Consolidate the Mess
 - Relocate the MP's
 - Soldier Center

PROGRAMMING
PRIORITIES

- 3 - Establish Inprocessing Center
 - Provost Marshall
 - Finance & Accounting
 - Civilian Personnel

- 4 - Garrison Staff Headquarters
 - Bldg 681
 - Bldg 685

PROGRAMMING PRIORITIES

- 5 - Establish the Community Support Zone
 - The Spine Highway
 - The One Stop to Washington Gate Road
 - Housing
 - Commissary
 - PX and One Stop Shopping Center
 - Community Center
 - Community Support Center

- 6 - Establish the Industrial, Field Training,
Recreational Zone
 - New Ammunition Supply Point
 - Motor Pool Complex at Range 2
 - DEH Shops
 - Power Plant

PROGRAM EXECUTION

- Problems
- Proposed Solutions
- Milestones
- Issues

THE PROBLEMS

- Magnitude - \$400M
- Complexity
- Resources (people/skills) #
- Coordination (NAF/APF/GIFT/3rd)

PROPOSED SOLUTIONS

- Team Approach - DEH, NYD, ND, etc.
- Minimize Contracts
- Contract Award with Option Years
- Multi Year Funding
(Continuing Contract Authority)?
- FY91 -- FY92 Current Procedures
- FY93 -- FY97 Program Management Team

MILESTONES

MAY 90	EHSC Validation Visit
JUNE 90	Finalize AWP for FY 91-93
AUG 90	Finalize Concept of Operation
SEP 90	Supr/COE Approve Concept
1ST QTR 91	Begin design FY 92 Program Establish Program Mgmt Team

HOW YOU CAN HELP

- Continued Support of Plus-Up
- Legislative Support
 - STAS
 - Housing
 - Leveraging

CADET ZONE

- Move Computer Center and Museum to South Post
- Move AG (Winter, 90) and DLOG (7/90) from Taylor Hall
- Recover Playing Fields from 7 Excess Tennis Courts (5/90)
- Establish Traffic Flow
 - Re-route Through Traffic (6/89)
 - Library and Bldg 606 Turnarounds (8/90)
 - Cut Access into Gym Parking Lot (10/90)
 - Eliminate \$20M Washington Hall Elevator
- Book Issue in Cadet Mall Site (8/90)
- Clear Ordnance Compound (10/90)
- Trophy Point Renovation (11/90)
Concept: "Wars That Shaped the Nation"
- AOG Planning Move to Smith Rink Site
 - Evaluate Cullum Hall for Cadet Activities

CADET ZONE
(continued)

- Clear North Dock Warehouse (1/91)
- SCIENCE BUILDING
 - Study For Requirements Underway (1990)
 - Footprint of Central Apartments (30 units)
 - Programmed for FY95 / Completion 1997
 - Depends on New Housing Remaining in FY93 & FY94 Programs

CADET SUPPORT ZONE

Intercollegiate Athletics Zone

PARKING / TRAFFIC

- Establish Parking behind Cadet Chapel (7/90)
- Establish Revised Parking Plan (8/90)
- Establish Loop Intersections
 - Px Intersection
 - Commandant's House
 - Mahan Hall
 - Buffalo Soldier Field (contract)
- Geo-Tech on North Athletic Field (90)

COMMUNITY SUPPORT ZONE

- Commissary Moved to Stoney Lonesome (5/89)
- PX and 1 Stop Shopping Center
 - Break Ground for Class VI (6/90)
 - Discussions with AAFES on Site Location
- Community Center at Stoney Lonesome (NAF FY94 Program)
- Housing
 - 100 Units (FY93)
 - 200 Units (FY94)
- Spine Highway Traffic Safety Improvements (89-90)
- Connector Highway Under Study
- Community Club Goethals Road, Under Study

SUMMARIZED MINUTES
1990 BOARD OF VISITORS
ANNUAL MEETING
SEPTEMBER 20-21, 1990
WEST POINT, NEW YORK

1. MEETING CONVENED: The annual meeting of the 1990 United States Military Academy Board of Visitors convened at West Point, New York on September 21, 1990. Members of the Board present were: Mr. Michael Grebe, Chairman; Representative Greg Laughlin, Vice Chairman; Representative Hamilton Fish, Jr.; Representative George (Buddy) Darden; Mr. Edwin Meese III; Mrs. Sally McKenzie; and Mr. John H. Lindsey. Others present were: Lieutenant General Dave R. Palmer, Superintendent; Colonel Geoffrey Louis, Associate Director of Admissions; Colonel James R. Siket, Regimental Tactical Officer; Colonel Patrick Toffler, and Dr. Burke of the Office Institutional Research; Mr. Milton Hamilton, Administrative Assistant to the Secretary of the Army; Major Joseph Pallone, Office of the Chief of Legislative Liaison; Major Stephen R. Furr, Executive Secretary to the Board; Miss Maryann Melville, Administrative Officer to the Board,

2. OPENING COMMENTS AND AGENDA ADOPTION. A quorum being present under the Rules of the Board of Visitors, the Chairman directed the proposed Agenda be reviewed. The Agenda at Enclosure 1 was approved by the Board. The Chairman then spoke on the purpose of the Annual meeting and the procedures to be employed in the writing of the Annual Report.

3. OLD BUSINESS: The Board approved without comment the Summarized Minutes of the Summer Meeting held at West Point 20-21 July 1990. The Chairman then introduced Lieutenant General Dave R. Palmer, Superintendent, for his remarks to the Board.

4. SUPERINTENDENT'S REMARKS: Lieutenant General Palmer welcomed the members of the Board back to West Point. He then reviewed the issues confronting the Academy over the past year to include, the Active Duty Service Obligation for Service Academy Graduates, proposals to partially civilianize the Faculty, the review of the Fourth Class System and resulting initiatives to improve cadet leader development, the issue of the Academy's physical plant infrastructure deterioration and efforts to reverse the trend, and the optimum size of the Corps of Cadets. He further reviewed the continuing issues of the Honor Code and Honor System and the Eisenhower Fellowship in Leader Development. He stated the Board of Visitors showed

active interest and support for the Academy in these issue areas and that this support was much appreciated. He closed his remarks by saying the past four to five years had been a period of relative calm for the Academy, but as we have already noted, this period of relative calm was at an end. The Academy could expect, due to the change in the international environment and proposed reductions in the Army, to come under intense scrutiny and challenge to its programs. He stated the period of calm was well used by the Academy to conduct a series of intense internal program reviews. The outcomes of these reviews and the initiatives they fostered placed the Academy in an excellent position to face the challenges of the immediate future and the approaching Bicentennial.

5. NEW BUSINESS: The Board then received information briefings on the following topics:

a. CLASS OF 1994 PROFILE. COL Geoffrey Louis, Associate Director of Admissions presented a briefing on the profile of the Class of 1994 using the slides provided at Enclosure 2.

b. WHY NEW CADETS RESIGN. Colonel James R. Siket, Commander of the Cadet Basic Training Regiment, presented a briefing on why new cadets quit during Cadet Basic Training using the slides provided at Enclosure 3.

c. CLASS OF 1994 ATTRITION. COL Patrick Toffler, Director of Institutional Research presented a statistical briefing on new cadet attrition for the Class of 1994, using the slides provided at Enclosure 4. This year, the Academy abolished its previous policy of a fixed date for acceptance of New Cadet resignations. Our experience for the Class of 1994, under the new policy, is that New Cadet attrition for the Class of 1994 was well within the parameters of previous years' experience.

6. The Board reviewed the responses of the United States Military Academy and Department of the Army to the Board's 1989 Annual Report Conclusions and Recommendations. With the exception of the response on an Ethics Consultant to the Board, the Board approved the responses included at Appendix I.

7. ETHICS CONSULTANT. An outcome of the Posvar Commission Study of the Honor Code and Honor System was the recommendation to create an independent body to advise the Superintendent on ethics and ethics instruction. Although

this recommendation was not approved by the Army Chief of Staff for implementation, he stated in his response to the commission's report that the Board of Visitors may retain a consultant on ethics. The Board of Visitors after deliberation chose not to pursue retaining a consultant in ethics at this time.

8. The Board adjourned for Lunch in the Cadet Mess.

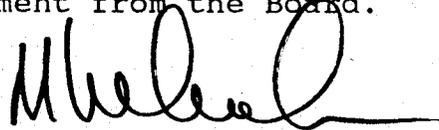
9. The Board reconvened in the Superintendent's Conference Room and reviewed draft conclusions and recommendations for the final report. The Board's discussion concerning the Academy's Bi-Centennial Plan included a review of plans to move the intercollegiate baseball facility away from the area of the Plain and into the cadet support zone, following up on a similar discussion at the summer meeting. After due deliberation and revision, the Board completed and signed the 1990 Annual Report.

10. ADJOURNMENT: There being no further business, it was moved and seconded that the Board adjourn. The motion was carried without dissent and the Board was adjourned by the Chairman at 1605 hours 21 September 1990.

11. On the evening of September 21, the Board attended a reception and dinner in Quarters 100. During the evening, General Palmer presented Mr. Grebe with a cadet sabre in recognition of his pending retirement from the Board.



STEPHEN R. FURR
Major, U.S. Army
Executive Secretary



MICHAEL W. GREBE
Chairman
1990 USMA Board of Visitors

Enclosures

AGENDA
OPENING SESSION
1990 UNITED STATES MILITARY ACADEMY BOARD OF VISITORS
ANNUAL MEETING
21-22 SEPTEMBER 1990
WEST POINT, NEW YORK

- | | | |
|-----|---|-------------|
| 1. | CALL TO ORDER | MR. GREBE |
| 2. | ANNOUNCEMENT OF MEMBERS PRESENT | MAJ FURR |
| 3. | DETERMINATION OF QUORUM AND
ADOPTION OF AGENDA | MAJ FURR |
| 4. | ANNOUNCEMENT OF OTHERS PRESENT | MAJ FURR |
| 5. | ADMINISTRATIVE ANNOUNCEMENTS | MAJ FURR |
| 6. | CHAIRMAN'S REMARKS | MR. GREBE |
| 7. | SUPERINTENDENT'S REMARKS | LTG PALMER |
| 8. | OLD BUSINESS | MR. GREBE |
| | o Consideration and approval of summarized minutes of
the Summer Meeting July 1990, West Point, New York | |
| 9. | NEW BUSINESS | MR. GREBE |
| | Issue: Class of 1994 Profile | COL LOUIS |
| | Issue: Why New Cadets Quit | COL SIKET |
| | Issue: Class of 1994 Attrition | COL TOFFLER |
| 10. | ANNUAL REPORT | MR. GREBE |

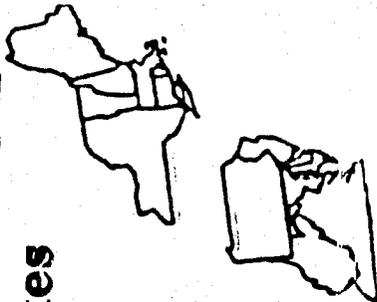
ADMISSIONS STATUS

CLASS OF 1994 STATUS COMPARISON

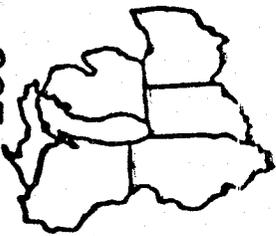
	<u>FINAL CL OF 1994</u>	<u>FINAL CL OF 1993</u>
1. A) APPLICANTS	12,758	12,859
B) NOMINATED	4,940	5,391
C) OFFERS	1,804	1,816
D) ACCEPTS	1,340	1,361
SCHOLARS	312	350
LEADERS	274	283
ATHLETES	273	275
MINORITIES	222	215
WOMEN	163	145
2. QUALITY INDICATORS:		
WCS	6020	6044
CEER	610	608
LPS	599	600
PAE	562	572

MAAR/JUL 90

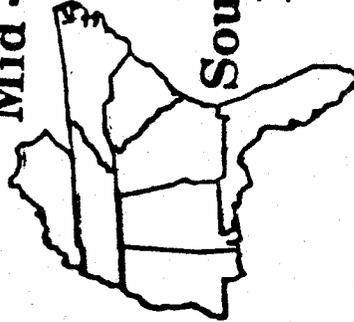
**Northeast
201**



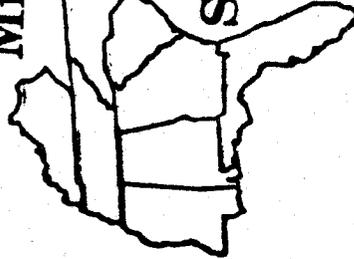
**Great Lakes
233**



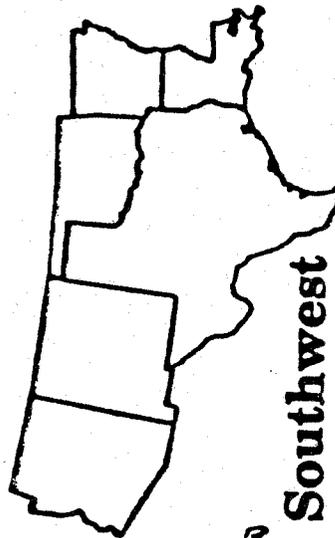
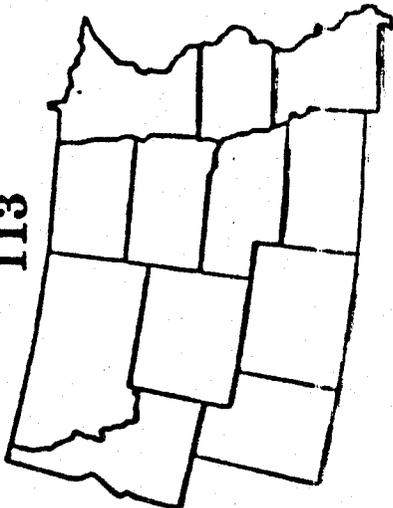
**Mid - Atlantic
228**



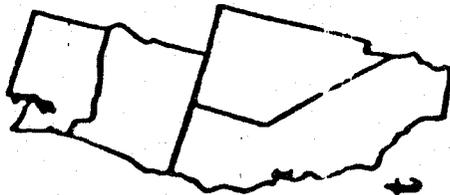
**Southeast
194**



**North Central
113**



**Southwest
184**



**Far West
176**



**USMA CLASS OF 1984
ACCEPTANCES BY AO GEOGRAPHIC AREA**



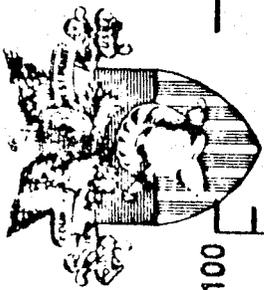
USMA Admissions

PROFILE OF CLASS OF 1994

HIGH SCHOOL CLASS RANK (TOP 20%).....	86%
CLASS VALEDICTORIAN OR SALUTORIAN.....	15%
NATIONAL HONOR SOCIETY.....	67%
CLASS OR STUDENT BODY PRESIDENT.....	27%
BOYS/GIRLS STATE DELEGATE.....	24%
SCOUTING PARTICIPANTS.....	38%
VARSITY LETTER WINNER.....	89%
VARSITY TEAM CAPTAIN.....	55%

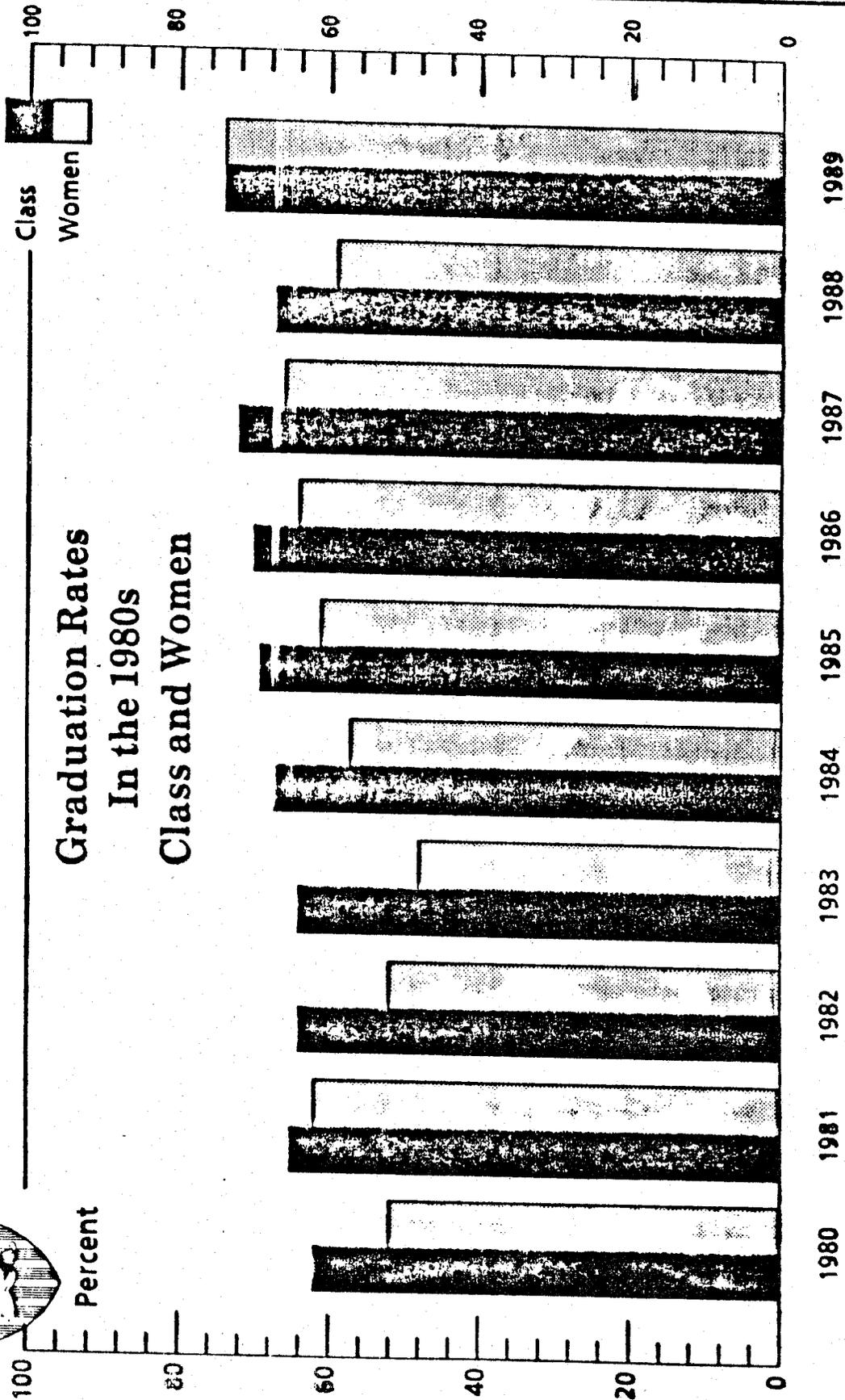
MEAN SCORES-STANDARDIZED TESTS

SAT-V.....	566	ACT-E.....	26
SAT-M.....	647	ACT-M.....	28
		ACT-NS.....	25



USMA Admissions

Graduation Rates In the 1980s Class and Women

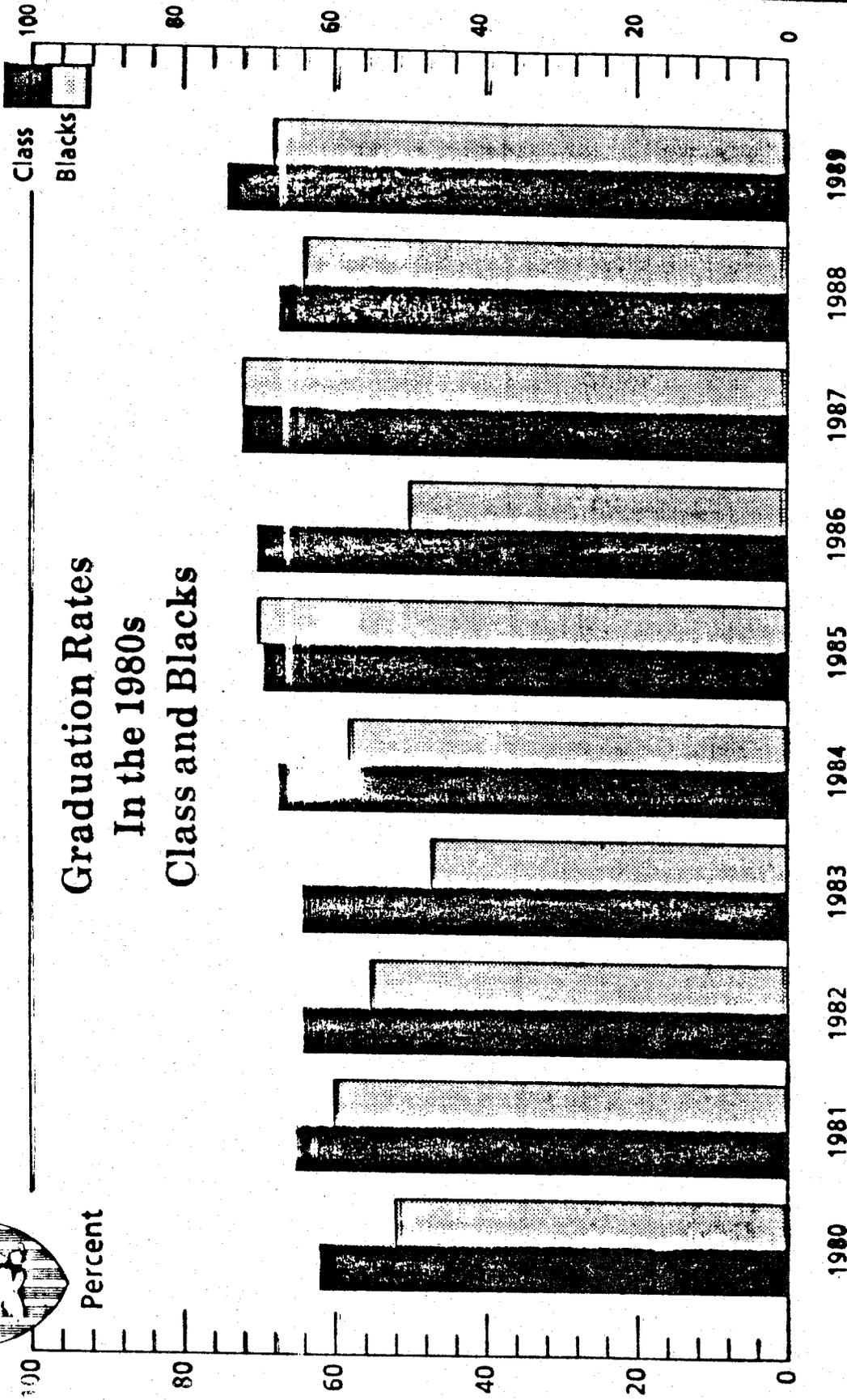


Sept. 1990



USMA Admissions

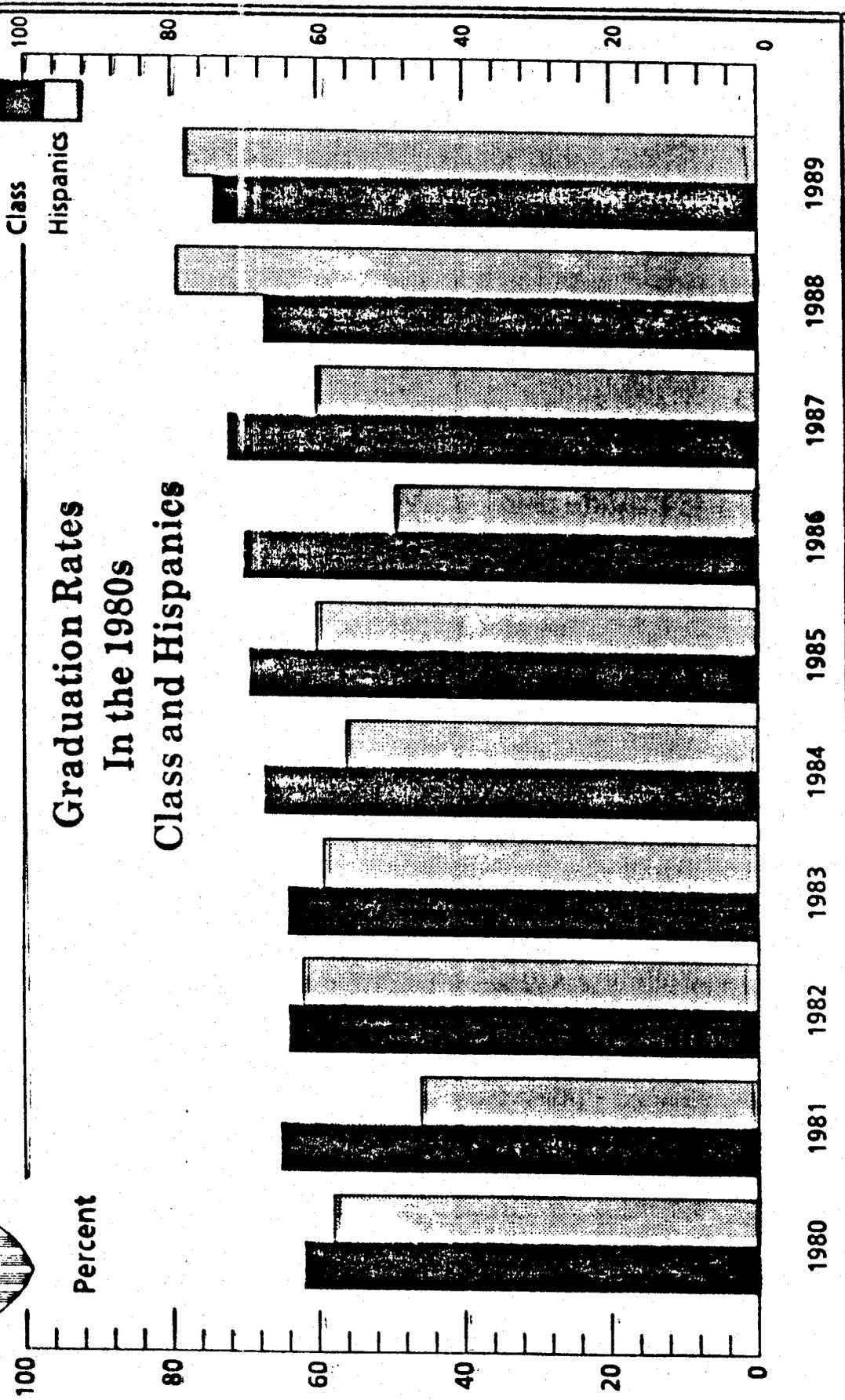
Graduation Rates In the 1980s Class and Blacks



Sept. 1990

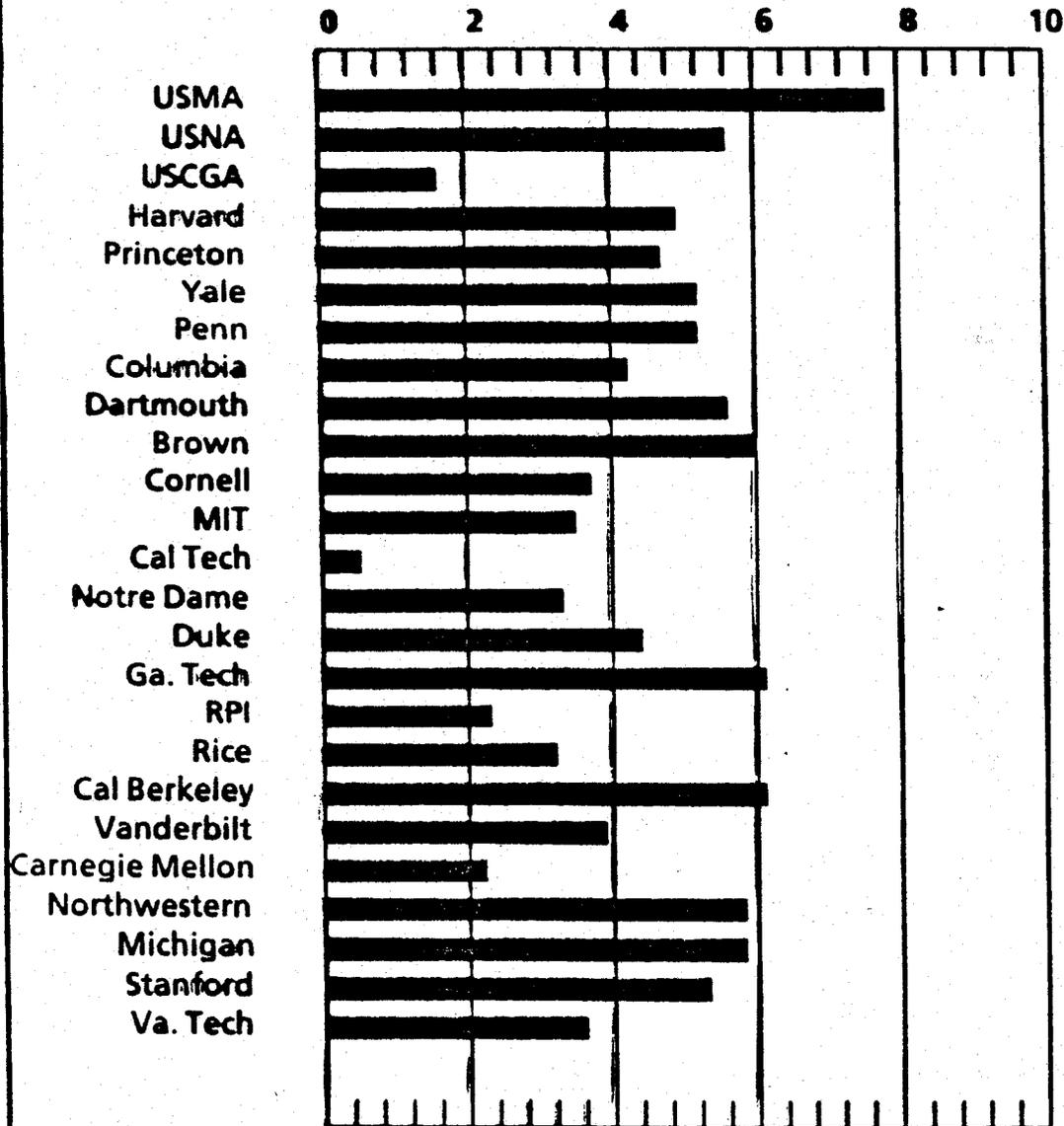


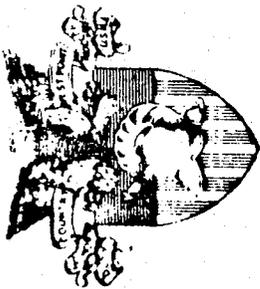
USMA Admissions



Sept. 1990

**1988 Black Enrollment
Percentage of Total Enrollment**
Chronicle of Higher Education





USMA Admissions

CURRENT ADMISSIONS CHALLENGE(S)

1. DEMOGRAPHICS
2. COMPETITION
3. OBLIGATION INCREASED BY THE CONGRESS FOR CL OF 96
4. RA COMMISSION REMOVED?
5. HOT WAR IN MID-EAST?

What Was Different During CBT '90

- **Resignation policy was unrestrictive.**
- **CBT was demanding far more than demeaning.**
- **The squad did everything as a team.**
- **Cadet leaders focused on their own new cadets.**
- **Sqd Ldrs were dedicated table commandants for their squads.**
- **Cadre scrambled; Second and Fourth Classes same AY Company.**
- **New cadets were distributed equitably across 36 platoons.**

What Was Different During CBT '90

- **What used to be harassment was now training.**
- **TACs and cadet leaders quickly investigated incidents.**
- **Number of games played was reduced.**
- **Mess Hall eating policies were altered.**
- **New cadets ate better than ever.**
- **The cadre acted more professionally.**
- **Tactical Officers and NCOs were more involved/calm.**

Why New Cadets Resign During CBT

- 1. The life style did not match with expectations:**
 - **The experience was too difficult, physically and mentally.**
 - **The environment was restrictive and unrelenting (0520-2200).**
 - **Perceived self as no longer being the top in the class.**
 - **Experienced close and continuous peer pressure.**
 - **Unable to perform as well as hoped.**

Why New Cadets Resign During CBT

- 2. The decision to remain had not been made:**
- **Significant pressure from home/friends/school officials.**
 - **Not motivated in the first place.**
 - **Homesick.**
 - **Perceptions of a lack of understanding by cadre.**
 - **Other college options more attractive.**

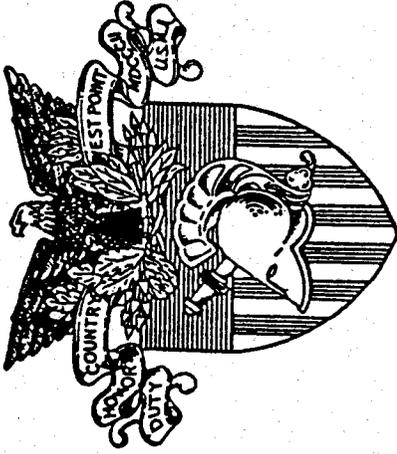
Why New Cadets Resign During CBT

3. Poor leader-subordinate experiences:

- **Personalities of new cadets were very fragile.**
- **Some cadre member(s) turned them off.**
- **The cadre did not inspire them to persist.**
- **Harassment and lack of leadership impact similarly.**

Advice for Candidates

- **Really come here for yourself.**
- **Be able to run three miles within 24 minutes.**
- **Be prepared mentally for six very challenging weeks.**
- **Watch a film of Beast Barracks.**
- **Talk to a Plebe during Christmas vacation about CBT.**
- **Be able to get along with nine close peers.**
- **For one month, awake at 0530 and go jogging.**
- **Reflect on recent record of adjusting to the coach/team members.**



**PRESENTATION FOR
USMA
BOARD OF VISITORS
ON
CADET ATTRITION
FOCUS ON CLASS OF 1994
21 SEPTEMBER 1990**

**OFFICE OF INSTITUTIONAL RESEARCH
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996**

**PURPOSE: TO DISCUSS ATTRITION IN CADET BASIC
TRAINING (CBT)**

FOCUS: CLASS OF 1994

ISSUE: 'HARD OUT' POLICY

**THE 'HARD OUT' POLICY MAKES IT DIFFICULT FOR A NEW
CADET TO RESIGN; IT INCLUDES INFORMATION TO THE NEW
CADETS AND THEIR PARENTS TO THE EFFECT THAT
RESIGNATION IS NOT PERMITTED PRIOR TO A SPECIFIED
DATE.**

PREPARED BY: USMA (OIR), September 1990

(PURFOCI8.CHT to)

PERSPECTIVE

- USMA

- CBT 1979 AND BEFORE: "EASY" OUT (LEAVE UPON REQUEST)
AVG ATTRITION - 9.86%
- CBT 1980 TO CBT 1989: "HARD" OUT (3-4 WEEKS); AVG
ATTRITION - 7.91%
- CBT 1990: "EASY" OUT; ATTRITION - 8.96%

RESULT: ATTRITION - ABOUT SAME REGARDLESS OF POLICY

- USNA

- PST 1990 AND EARLIER: "HARD" OUT (STAY AT LEAST 4 WEEKS)

RESULT: ATTRITION - AVG - 4% FOR PAST 5 YEARS (4.5%
THIS YEAR); USNA WILL CONTINUE POLICY

- USAFA

- BCT 1989 AND BEFORE: "EASY" OUT - ATTRITION - 8.0%;
1989 ATTRITION - 11.2%
- BCT 1990: "HARD" OUT (5 1/2 WEEKS)

RESULT: ATTRITION REDUCED TO 6.3%; USAFA WILL CONTINUE POLICY

PREPARED BY: USMA (OIR), September 1990

(PERSPECT.CHT (0)

USMA
CADET RESIGNATION POLICY
(CBT 1990)

- NO ANNOUNCED DATE FOR ACCEPTING RESIGNATIONS
- STRONG ENCOURAGEMENT GIVEN TO COMPLETE 4 WEEKS
- COUNSELING AND EXIT INTERVIEWS REQUIRING APPROXIMATELY 3 DAYS TO COMPLETE
- CADETS ALLOWED TO CHANGE DIRECTION AND RETURN AT ANY TIME
- ELIMINATE THE TERM "HARD" OUT - IT IS ASSOCIATED WITH USE OF NO-RESIGNATIONS-BEFORE DATE

PREPARED BY: USMA (OIR), September 1990

(GOTRREP90.CHT 10)

RATIONALE FOR POLICY CHANGE

- ATTRITION WAS NOT A FACTOR IN THE DECISION

- FACTORS WERE:

LEGAL
ETHICAL
SAFETY
LEADER DEVELOPMENT

- ATTRITION DATA IS ASSESSED IN ORDER TO DETERMINE
THE PRICE WE HAD TO PAY FOR CHANGING THE POLICY

PREPARED BY: USMA (OIR), September 1990

(RATIONAL.CHT (e))

CADET BASIC TRAINING LOSSES BY WEEK
 CLASS YEARS 1980-1994
 CY 1976-1990

CL YR	CY	PRETRNG# ENTERED	WK1		WK2		WK3		WK4		WK5		WK6		WK7		WK8		TOTAL N	TOTAL %
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
80	76	1538	10	0.65	33	2.14	44	2.86	32	2.08	17	1.10	4	0.26	7	0.45	7	0.45	154	10.01
81	77	1420	3	0.21	26	1.83	25	1.76	18	1.26	11	0.77	9	0.63	5	0.35	9	0.63	106	7.46
82	78	1422	16	1.12	48	3.37	43	3.02	13	0.91	8	0.56	13	0.91	4	0.28	13	0.91	158	11.11
83	79	1397	11	0.78	41	2.93	51	3.65	24	1.71	7	0.50	6	0.42	1	0.07	0	0	141	10.09
84	80	1463	3	0.20	0	0	12	0.82	65	4.44	8	0.54	9	0.61	1	0.06	0	0	98	6.69
85	81	1530	1	0.06	6	0.39	4	0.26	44	2.87	27	1.76	14	0.91	12	0.78	3	0.19	111	7.25
86	82	1420	1	0.07	5	0.35	2	0.14	4	0.28	46	3.23	10	0.70	14	0.98	0	0	82	5.77
87	83	1434	1	0.06	0	0	2	0.13	61	4.25	16	1.11	14	0.97	13	0.90	5	0.34	112	7.81
88	84	1401	0	0	4	0.28	5	0.35	0	0	88	6.28	3	0.21	17	1.21	18	1.28	135	9.63
89	85	1428	1	0.07	6	0.42	1	0.07	0	0	67	4.69	12	0.84	3	0.21	8	0.56	98	6.86
90	86	1330	3	0.22	2	0.15	5	0.37	1	0.07	1	0.07	77	5.78	18	1.35	12	0.90	119	8.94
91	87	1359	0	0	2	0.14	2	0.14	4	0.29	77	5.66	10	0.73	2	0.14	3	0.22	100	7.35
92	88	1319	0	0	12	0.90	7	0.53	29	2.19	45	3.41	15	1.13	1	0.07	13	0.98	122	9.24
93	89	1356	1	0.07	10	0.73	16	1.17	28	2.06	27	1.99	13	0.95	6	0.44	9	0.66	110	8.11
94	90	1338	0	0	39	2.91	44	3.28	20	1.49	11	0.82	3	0.22	1	0.07	2	0.14	120	8.96

*Includes new cadets, turnbacks and readmits who entered pretraining.

PREPARED BY: USMA (OIR), September 1990
 SOURCE: OIR Cadet Files

CBTLOSSE.CHT/jw/te

CADET ATTRITION*

<u>ENTERING CLASS</u>	<u>#</u> (1403)	<u>%</u> (100.0)
CBT	110	7.8
MOTIVATION	164	11.7
ACADEMICS	59	4.2
HONOR	19	1.4
CONDUCT/MISCONDUCT	18	1.3
ACADEMICS & MILITARY DEVELOPMENT	16	1.1
MEDICAL & MISC	16	1.1
MILITARY DEVELOPMENT	3	0.2
TOTAL LOSSES	405	28.8

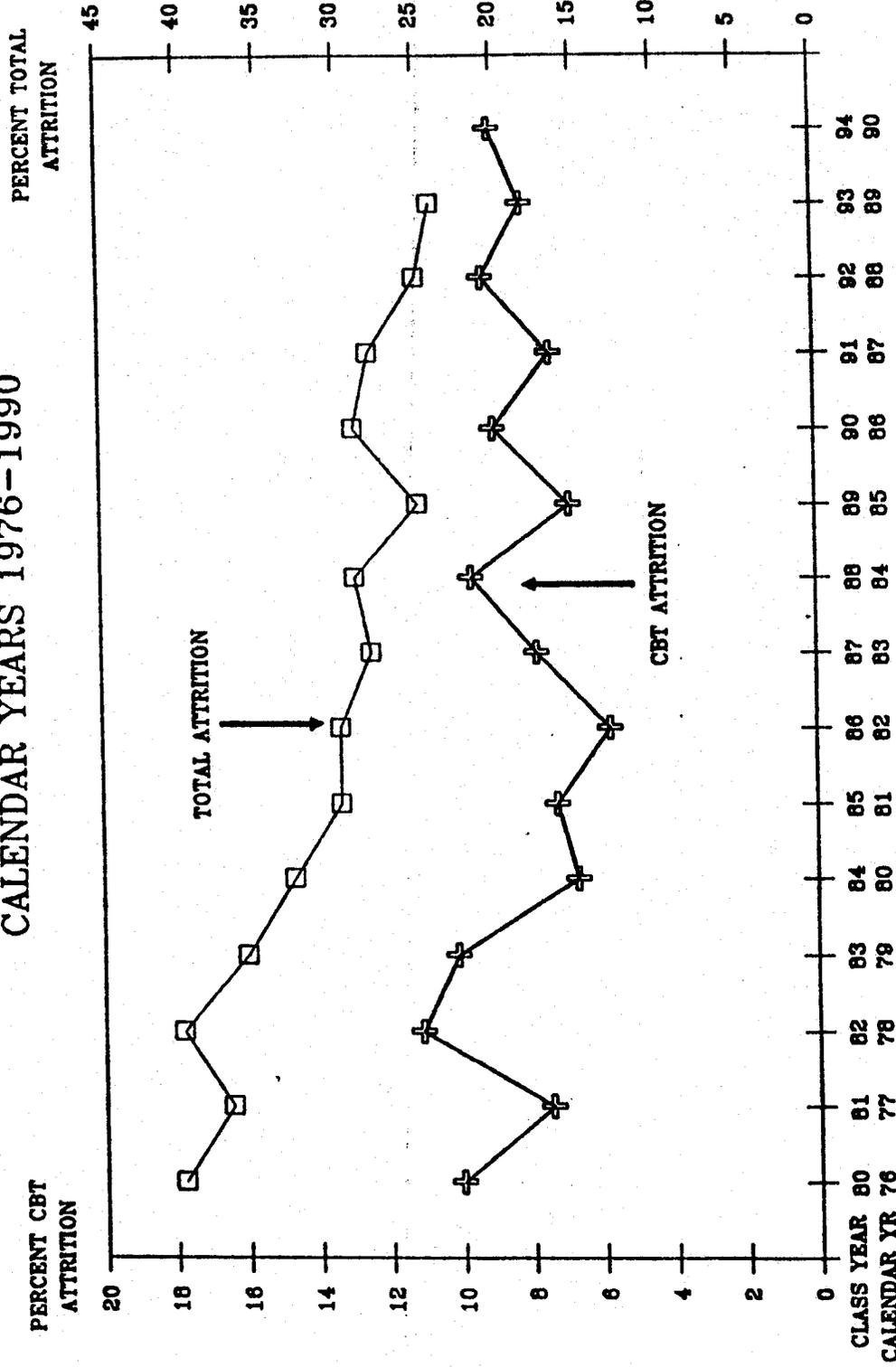
*Averaged Across the Classes of 1986-1990

PREPARED BY: USMA (OIR), September 1990

SOURCE: USCC, Cadet Personnel, September 1990

(CDTAT TR3.CHT 10)

CBT AND TOTAL ATTRITION CLASSES 1980-1994 CALENDAR YEARS 1976-1990



• INCLUDES NEW CADETS, TURNBACKS AND READMITS TO THE CLASS

PREPARED BY: USMA (OIR) SEPT 1990

SOURCE: OIR CADET FILES

CATLOSS4 JV

CADET ATTRITION, CLASS OF 1994

WHAT DO WE KNOW ABOUT LEAVERS VS. STAYERS?

• CANDIDATE INFORMATION (WCS, CEER, LPS, PAE):

- WOMEN
- BLACKS
- ATHLETES
- USMAPS
- SCHOLARS*
- LEADERS**

• R-DAY QUESTIONS

•NOTE: SCHOLARS - CEER >649

••NOTE: LEADERS - LPS >649

PREPARED BY: USMA (OIR), September 1990

(LEVSTAY.CHT 10)

**STAYERS vs LEAVERS
NUMBERS/PERCENTAGES BY GROUP**

<u>GROUP</u>	<u>STAYERS</u>		<u>LEAVERS</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
WOMEN	149	91	15	9
BLACKS	78	98	2	2
ATHLETES	255	93	19	7
USMAPS	155	98	4	2
SCHOLARS	280	91	29	9
LEADERS	254	93	20	7
ALL CADETS	1218	91	120	9

PREPARED BY: USMA (OIR), September 1990
SOURCE: OIR File DSR 773, 31 Aug 90

(NOPERCET.CHT 10)

STAYERS vs LEAVERS CEER SCORES BY GROUP

<u>GROUP</u>	<u>STAYERS</u>		<u>LEAVERS</u>	
	<u>AVG</u>	<u>#</u>	<u>AVG</u>	<u>#</u>
WOMEN	609	149	606	15
BLACKS	568	78	622	2
ATHLETES	555	255	544	19
USMAPS	570	155	615	4
SCHOLARS	684	280	686	9
LEADERS	604	254	599	20
ALL CADETS	607		614	

PREPARED BY: USMA (OIR), September 1990
SOURCE: OIR File DSR 773, 31 Aug 90

(CEERSOC.CH1 10)

STAYERS vs LEAVERS
LEADERSHIP POTENTIAL SCORES BY GROUP

<u>GROUP</u>	<u>STAYERS</u>		<u>LEAVERS</u>	
	<u>AVG</u>	<u>#</u>	<u>AVG</u>	<u>#</u>
WOMEN	608	149	592	15
BLACKS	593	78	508	2
ATHLETES	600	255	602	19
USMAPS	591	155	579	4
SCHOLARS	594	280	558	9
LEADERS	673	254	667	20
ALL CADETS	601		586	

PREPARED BY: USMA (OIR), September 1990
 SOURCE: OIR File D8R 779, 31 Aug 80

(LDRSHIP.CHE 1e)

STAYERS vs LEAVERS
PHYSICAL APTITUDE SCORES BY GROUP

<u>GROUP</u>	<u>STAYERS</u>		<u>LEAVERS</u>	
	<u>AVG</u>	<u>#</u>	<u>AVG</u>	<u>#</u>
WOMEN	518	149	499	15
BLACKS	600	78	621	2
ATHLETES	577	255	537	19
USMAPS	616	155	649	4
SCHOLARS	546	280	538	9
LEADERS	576	254	649	20
ALL CADETS	564		547	

PREPARED BY: USMA (OIR), September 1990
 SOURCE: OIR File DSR 773, 31 Aug 90

(PHYAPT.CHT 1e)

STAYERS vs LEAVERS
WHOLE CANDIDATE SCORES BY GROUP

<u>GROUP</u>	<u>STAYERS</u>		<u>LEAVERS</u>	
	<u>AVG</u>	<u>#</u>	<u>AVG</u>	<u>#</u>
WOMEN	6013	149	5952	15
BLACKS	5790	78	5875	2
ATHLETES	5709	255	5607	19
USMAPS	5813	155	6077	4
SCHOLARS	6436	280	6332	9
LEADERS	6223	254	6146	20
ALL CADETS	6019		6002	

PREPARED BY: USMA (OIR), September 1990
 SOURCE: OIR File DSR 773, 31 Aug 90

(WHCANDID.CHT 3e)

**STAYERS vs LEAVERS
R-DAY QUESTIONS
AVERAGE RESPONSES***

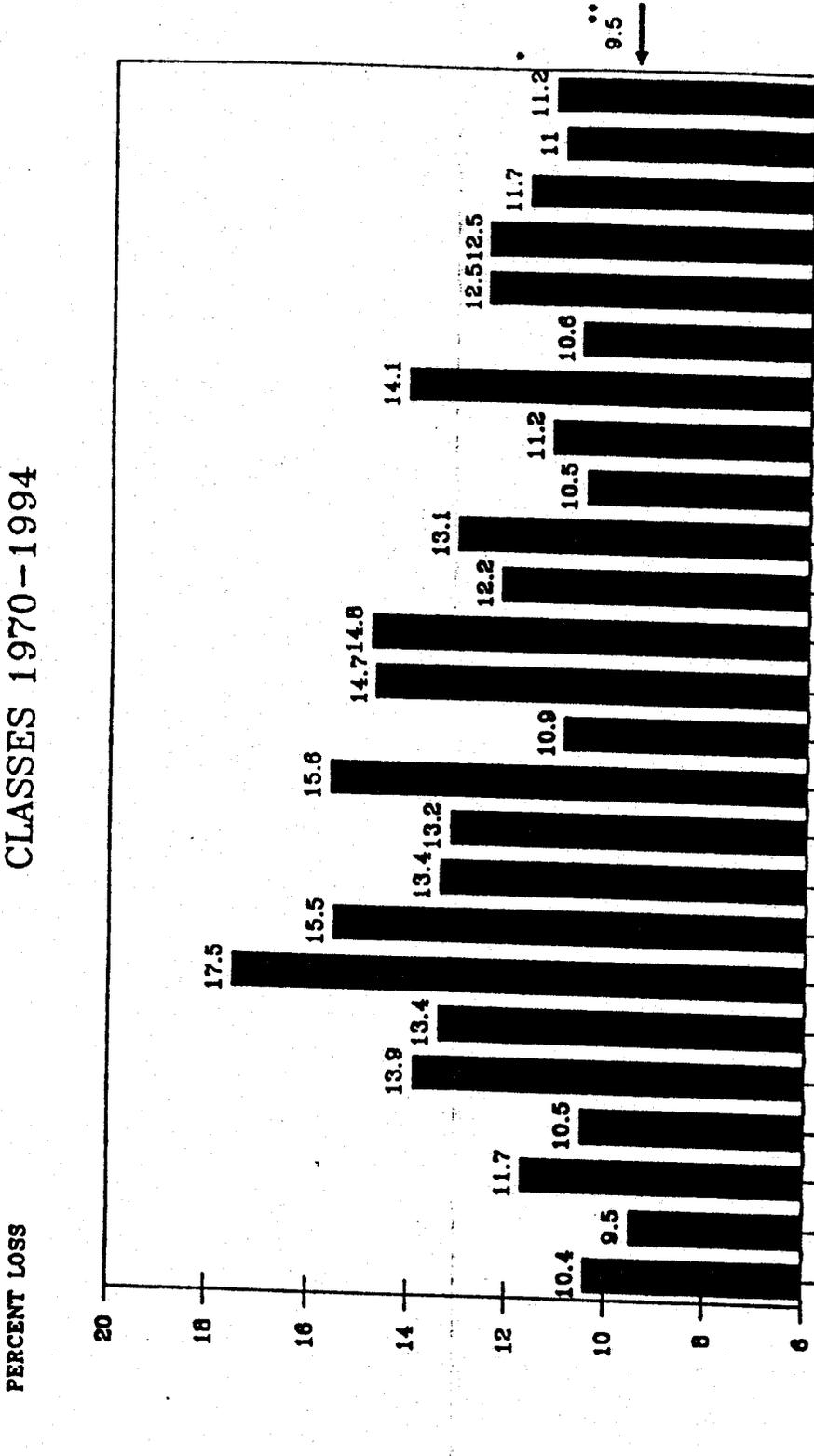
<u>QUESTION</u>	<u>STAYERS</u>	<u>LEAVERS</u>
CHOOSING USMA EASY DECISION?	1.7	1.8
HOW WELL WILL DO IN CBT?	2.0	2.5
WILL DROP OUT TEMPORARILY FROM USMA?	1.4	1.9
WILL TRANSFER PERMANENTLY FROM USMA?	1.6	2.5
WILL MARRY WHILE IN COLLEGE?	1.3	1.7

*NOTE: LOWER NUMBERS REFLECT GREATER COMMITMENT TO USMA

PREPARED BY: USMA (OIR), September 1990
SOURCE: OIR File DSR 773, 31 Aug 90

(RDAYQUE.CHT 10)

CADET ATTRITION
R-DAY THRU 31 OCT
CLASSES 1970-1994



*PROJECTED ATTRITION THRU 31 OCT IS BASED ON AVERAGE FOR PAST 4 YEARS. ACTUAL ATTRITION MAY BE AS LOW AS 10%
 ** AS OF 19 SEPT 1990 ATTRITION FOR THE CL OF 94 IS AT 9.5%

PREPARED BY: USMA (OIR) SEPT 1990
 SOURCE: USCC CBT OFFICE

CDTATN JW

CONCLUSION

APPARENT COST OF THE NEW POLICY
- IN TERMS OF ATTRITION -
IS NEGLIGIBLE

FUTURE DIRECTION

USMA WILL CONTINUE TO MONITOR AND STUDY
ATTRITION FOR CL '94 AT USMA AND USNA/USAFA

PREPARED BY: USMA (OIR), September 1990

(CONCL.CHT 10)



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

May 1, 1990

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 1990 United States Military Academy Board of Visitors.

MR. MICHAEL W. GREBE, Chairman
REPRESENTATIVE GREG LAUGHLIN, Vice-Chairman
MR. EDWIN MEESE III, Member
MR. RHETT B. DAWSON, Member
SENATOR CONRAD BURNS, Member
REPRESENTATIVE HAMILTON FISH, JR., Member
REPRESENTATIVE WILLIAM D. LOWERY, 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.

FOR THE CHAIRMAN:

A handwritten signature in black ink, appearing to read "S. R. Furr", written in a cursive style.

STEPHEN R. FURR
MAJ, GS
Executive Secretary

MATERIALS FURNISHED TO THE BOARD OF VISITORS

1989 Report of the Board of Visitors
Rules of The Board of Visitors
Minutes of the Organizational Meeting
Minutes of the Summer Meeting
2002 -- and Beyond. A Roadmap to our Third Century. The
Strategic Guidance for the United States Military Academy,
March 1990
Letter from President, Association of Graduates, August 1990,
with 2 Enclosures (1. AOG Fourth Class System Committee
Recommendations. 2. Commandant's Final Report on Fourth
Class Initiatives.)
Status Report, Summer 1990, Dwight D. Eisenhower Program of
Graduate Studies in Leader Development

Appendix VI