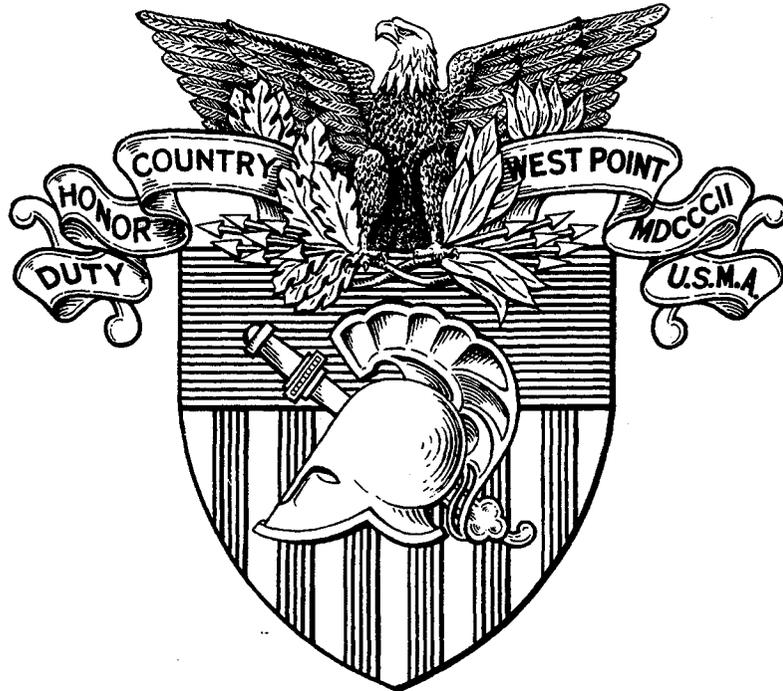


# ***1995 REPORT***

## **United States Military Academy**

### **Board of Visitors**



December 31, 1995

This report is not releasable until acted upon by the President of the United States.



**REPORT OF THE 1995 BOARD OF VISITORS  
UNITED STATES MILITARY ACADEMY**

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REPORT OF THE BOARD OF VISITORS  
OF THE  
UNITED STATES MILITARY ACADEMY  
West Point, New York, 31 December 1995

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**

Thad Cochran, Mississippi  
Kay Bailey Hutchison, Texas  
Larry Pressler, South Dakota  
Harry M. Reid, Nevada

**Representatives**

W.G. Hefner, North Carolina  
Sue W. Kelly, New York  
John M. McHugh, New York  
Charles H. Taylor, North Carolina

**Presidential Appointees**

Mr. James H. Bilbray, Alcalde & Fay, 2111 Wilson Boulevard, Arlington,  
Virginia

(Appointed in 1995 to serve through 1998)

Lieutenant General (Retired) Benjamin O. Davis, Jr., 1001 Wilson Boulevard  
#906,

Arlington, Virginia (Appointed in 1994 to serve through 1996)

Mr. John H. Lindsey, Lindsey Insurance Company, 921 Main Street, Houston,  
Texas

(Reappointed in 1993 to serve through 1995)

Mrs. Sally McKenzie, 4517 Beverly Drive, Dallas, Texas

(Reappointed in 1993 to serve through 1995).

Mr. Jeffrey H. Smith, General Counsel, Central Intelligence Agency, Washington,  
D.C.

(Appointed in 1994 to serve through 1996)

Mr. Richard J. Wall, O'Donnell, Waiss, Wall and Mesche, 100 Broadway, San  
Francisco,

California (Appointed in 1992 to serve through 1994. Serving until replaced).

3. **EXECUTIVE SECRETARY.** Lieutenant Colonel John J. Luther, Secretary of the General Staff, USMA served as the Executive Secretary to the Board from 1 January through 31 December 1995.

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 1995.** The 1995 Board of Visitors held two meetings during the year. The organization meeting was held in Washington, DC on 21 March 1995. Members of the Board visited West Point on 19 May 1995 for orientation on the Academy and information briefings on programs in progress, and on 19 July 1995 to observe cadet summer training. The required annual meeting of the Board was scheduled to be held at West Point on 17 November 1995. As a result of the Federal funding hiatus, the annual meeting was canceled. A meeting was rescheduled for 7 December 1995 in Washington, D.C. A report to the President was prepared.

b. **21 March 1995, Washington, D.C.** The organization meeting of the 1995 Board of Visitors was held in Room S-120 of The Capitol and was attended by three members from the Senate, two members from the House of Representatives, and six Presidential appointees. A quorum was achieved. Lieutenant General (Retired) Benjamin O. Davis, Jr., was elected Chair and Mr. John H. Lindsey was reelected Vice-Chair. The Executive Committee was named. Senator Thad Cochran, Senator Harry Reid, Representative Sue Kelly, Representative Greg Laughlin, Mr. Jeff Smith were appointed as members in addition to the Chair and Vice Chair, ex officio. The Board selected meeting dates and areas of interest for two meetings during the year. Summarized minutes for this meeting are at Appendix II. This meeting was open to the public

c. **19 May 1995, West Point, NY.** Four Presidential appointees visited the Academy and met informally with Academy leadership. They received a series of information briefings. Subjects covered were the Report on Accreditation by the Middle States Association Board and the results of the Military and Physical Annual Program Reviews. A discussion was held on the West Point School and the need for a new Child Development Center followed by a tour of the present

Center. The members met in round table discussions with the emerging cadet leaders of the Class of 1996, and with faculty members with two years or more experience instructing at the Academy. A discussion was also held on alternate funding. Information provided the Board is at Appendix III. Members of the Board not participating in the visit were mailed a packet of the information.

d. 17-18 July, West Point, NY. Five members of the Board elected to visit cadet summer training. They observed Cadet Basic and Field Training.

e. 17 November, West Point, NY. The annual meeting of the 1995 Board of Visitors was not held in accordance with provisions of Section 4355(d) of Title 10, United States Code, at West Point. This meeting was scheduled and subsequently canceled due to the travel restrictions imposed during the government furlough.

f. 7 December, Washington, DC. This meeting was attended by two members from the Senate, two members of the House of Representatives, and four Presidential Appointees. A quorum was achieved. The Board prepared a report to the President, received a report on Enhancing Teaching and Performance at the Academy and the Commandant's Assessment of the United States Corps of Cadets. Summarized minutes for this meeting are at Appendix IV. This meeting was open to the public.

## **7. CONCLUSIONS AND RECOMMENDATIONS.**

### **a. General Conclusions.**

The United States Military Academy, in its 193rd year, continues to provide the nation with leaders of character who serve the common defense. The Board of Visitors strongly affirms that the Academy is an exceptional value to the nation as measured by the quality of young men and women it prepares for a lifetime of service to the Nation and United States Army. The Board of Visitors considers the Academy the premier leader development institution in the world.

The Board of Visitors commends to your attention two members, Mrs. Sally McKenzie and Mr. John Lindsey whose appointments expire this year. The Board extends its appreciation for their dedicated and outstanding service. The Board also wishes to commend the Honorable Greg Laughlin and the Honorable John S. Tanner for their exceptional service as Congressional members of the Board.

The Board wishes to thank the Vice President for his visit to the Academy during 1995. A high level visit such as this reinforces the public's understanding of and support for the United States Military Academy.

The Board notes the departure of two important leaders of the Academy. Brigadier General Gerald E. Galloway, Jr., Dean of the Academic Board, retired with the gratitude of the Academy. During his tenure, General Galloway implemented major changes in the academic departments and the composition of the teaching staff. Dean Galloway served admirably and effectively as the leader of the Academy's academic programs. He will be remembered and missed.

Brigadier General Freddy E. McFarren, left his position as sixty-fourth Commandant of Cadets to become Director of Training, Deputy Chief of Staff for Operations, Department of the Army. The Board was impressed with his vision and leadership skills.

The Board is pleased to welcome Brigadier General Fletcher Lamkin as the new Dean of the Academic Board, and Brigadier General Robert J. St. Onge, Jr., as Commandant of Cadets. Their qualifications are impressive. We are pleased with their enthusiasm and dedication to the Academy. The Board wishes both of them well in their new positions and looks forward to working with them.

The Board accepts without reservation the responses of the Department of the Army and the Academy to the recommendations in the 1994 Report.

**b. Specific Conclusions and Recommendations:**

(1) **Conclusion:** **Strategic Guidance for the United States Military Academy, West Point 2002 and Beyond.** The Board recognizes this document as the vision for the future of the Military Academy. It documents the essence of West Point experience and a statement of the Academy's direction.

**Recommendation:** The Board endorses the requirement by the Academy leadership to continuously update and refine the Strategic Guidance document and requests it be kept apprised of revisions to the guidance.

(2) **Conclusion:** **Performance of Graduates.** The Board has followed with interest the efforts of the Academy to assess the quality of its product, the West Point Graduate. The Board has no doubt of the validity of the current measures for assessing the quality of officers produced at the Military Academy and the Academy's commitment to an honest and accurate outcomes assessment.

**Recommendation:** The Board recommends that the Military Academy continue the effort to improve and validate the indicators used in its institutional outcome assessment. The Board requests an update on this subject during a meeting in 1996.

**(3) Conclusion: Faculty Restructure.** The Board continues to endorse the Military Academy's development and implementation of the faculty restructure plan to comply with the provisions of Public Law 102-484, Section 523 and achieve a twenty-five percent civilian faculty by the year 2002.

**Recommendation.** The Board recommends that the impact of the faculty restructure plan on the quality of the West Point Experience continue to be monitored. The Board requests update reports on the Academy's progress in achieving the goal and the results of its impact assessment.

**(4) Conclusion: United States Military Academy Preparatory School.** The Board continues to support the continuation of the Preparatory School program and consider it invaluable to the maintenance of the Military Academy class composition goals. We endorse the realignment of the Preparatory School to the direct command and control of the Military Academy and the initiatives underway to insure the continuance of the Preparatory School.

**Recommendation:** The Board recommends the Academy continue to implement the cost saving initiatives and provide the Board with a continuing assessment of the impact of these initiatives. We request an on-site visit during the coming year.

**(5) Conclusion: Cadet Summer Training.** The Board notes the continued quality of the Cadet summer training experience. The members who visited the Academy to observe the training were pleased with the commitment to excellence clearly displayed by the members of the staff, the cadet leaders, and the members of the Corps of Cadets experiencing the training.

**Recommendation:** The Board strongly recommends that the Academy continues its strong commitment to the provision of this high quality training. It is an integral part of the West Point experience. The Board requests an opportunity to observe this training during the summer.

**(6) Conclusion: Infrastructure Revitalization Program.** The Board has monitored the Academy Infrastructure Revitalization Program for several years. From the program's inception, we have maintained that its successful completion was vital to maintaining the excellence of West Point and applauds the successful funding of many of the program's projects. The Board notes the remaining major project to be funded is the modernization of the Cadet Physical Development Facility, Arvin Gymnasium. The Board considers the facility to be essential to cadet development and strongly endorses the funding of its modernization.

**Recommendation:** The Board strongly recommends that Department of the Army and the Academy pursue appropriated funding for this facility's

revitalization and requests an update on the status of legislative efforts to obtain this funding.

(7) **Conclusion: Community Support Area.** The Board notes that the need for community support activities at West Point has moved from the Central Post area to Stony Lonesome. The planned construction of additional staff and faculty housing will further accentuate this shift. The construction of the new Commissary and the planned construction of the Child Development Center has started the initial consolidation of these support activities as outlined in the Academy's Master Plan 2002. The Board notes that the Army Air Force Exchange Service Headquarters is not supporting the academy's requirement to relocate its retail facility to the community support area.

**Recommendation:** The Board requests to be kept advised on the status of initiatives to move the Army-Air Force Exchange facility to the Community Support Area.

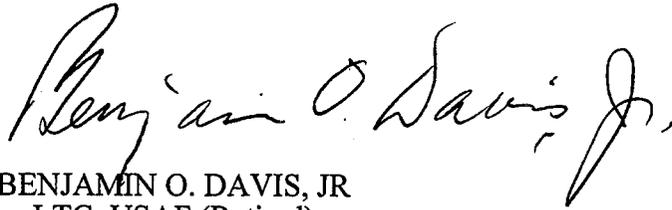
(8) **Conclusion: Headquarters, Department of the Army Redesign Functional Area Reviews.** The Board notes the ongoing Redesign Functional Area Reviews to determine the most cost effective structure of the Department. One of the baseline proposals to be considered by the Redesign Team is the transfer of the United States Military Academy from command and control of Headquarters, Department of the Army to the Training and Doctrine Command. We understand that on the surface the military and physical development programs of the West Point Experience appear aligned with the mission of the Training and Doctrine Command. The accredited Academic Program does not. Moreover, we are concerned that such a proposal would weaken the oversight of the Academy by the Army Leadership.

**Recommendation:** The Board questions the rationale of this proposed realignment and strongly recommend that the current oversight be maintained.

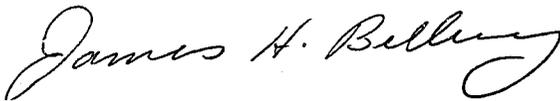
(9) **Conclusion: Baseline Revalidation.** The Board has carefully monitored Department of the Army resourcing policy of the United States Military Academy since the baselines were established in 1991 as a result of a Functional Area Resource Review. The Board was pleased by the establishment of baseline requirements and the consistent allocation of resources required to accomplish its mission properly.

**Recommendation:** The Board continues in its support of the steady source resourcing of the Academy and strongly recommends Headquarters, Department of the Army continue its baseline program.

1995 UNITED STATES MILITARY ACADEMY  
BOARD OF VISITORS



BENJAMIN O. DAVIS, JR  
LTG, USAF (Retired)  
Chair, 1995 Board of Visitors



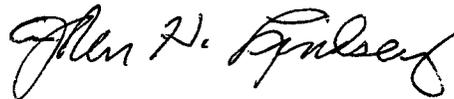
JAMES H. BILBRAY  
Arlington, Virginia



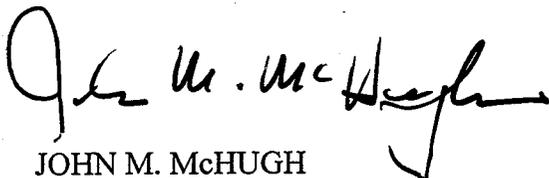
THAD COCHRAN  
United States Senate



SUE W. KELLY  
United States House of Representatives



JOHN H. LINDSEY  
Houston, Texas



JOHN M. McHUGH  
United States House of Representatives



HARRY M. REID  
United States Senate



JEFFREY H. SMITH  
Washington, D.C.



RICHARD J. WALL  
San Francisco, California



**SUMMARY OF ACTIONS TAKEN IN RESPONSE TO THE 1994  
RECOMMENDATIONS OF THE BOARD  
As of: 30 October 1995**

**TITLE AND DATE OF REPORT:** Annual Report, United States Military Board of Visitors,

**NAME OF ADVISORY COMMITTEE:** Board of Visitors, United States Military Academy

**RECOMMENDATIONS AND ACADEMY RESPONSE:** The following actions were taken in response to the 1994 recommendations of the Board:

**1. TOPIC: Army Athletics Program Review.**

**RECOMMENDATION:** The Board strongly endorses the addition of the Army athletic program to the Annual Program Review and requests an annual update on any resulting program changes or management initiatives.

**USMA RESPONSE:** The United States Military Academy agrees with the Board of Visitors recommendation to include the Army Athletic Program in the Annual Program Review. The Directorate of Intercollegiate Athletics will continue to participate in the Annual Program Review and provide information regarding program changes and management initiatives to the Board of Visitors.

**2. TOPIC: Admissions Review Study.**

**RECOMMENDATION:** The Board recommends that a review of the admission program be added to the Annual Program Review to maintain the excellence of the recruiting program and adaptability to the changing demographics of the Nation.

**USMA RESPONSE:** The United States Military Academy accepts the recommendation from the board to include the admission program in the Annual Program Review. The admission program will be included as part of the Annual Program Review process.

**3. TOPIC: Department of Defense Inspector General Audit**

**RECOMMENDATION:** The Board requests a report on progress of the Military Academy audit and a brief on the findings of the audit upon completion.

APPENDIX 1

**USMA RESPONSE:** The Department of Defense Inspector General (DODIG) draft audit report on the Management and Administration of the United States Military Academy was issued in August 1995. The Report found that the Academy operated in compliance with United States Code, Title 10, and Department of Defense guidance. However, the audit identified several areas that could be improved and recommended the Academy conduct studies to determine the feasibility of change. The Academy response to the Audit Report has been sent to Department of the Army Deputy Chief of Staff for Personnel. The final version of the Audit Report will be provided to the Board.

#### **4. TOPIC: Modernization of the Hotel Thayer**

**RECOMMENDATION:** The Board strongly recommends that the Department of the Army continue to sponsor the proposed modernization of the Hotel Thayer. We urge that the privatization plans move forward expeditiously.

**USMA RESPONSE:** The Community and Family Support Center (CFSC) at Department of the Army serves as the United States Military Academy's executive agency for the modernization through privatization of the Hotel Thayer. The Community and Family Support Center announced "Conditional" Award" of the project to the development team Hudson River Partners. The Center is currently finalizing contract documents, reviewing for legal sufficiency all contract language, and preparing a Memorandum of Understanding between the Community Family Support Center, Hudson River Partners, and the United States Military Academy. Contract award is expected in late November or early December 1995. Transition to the development team will take approximately forty-five days from date of contract signing.

#### **5. TOPIC: Faculty Restructure.**

**RECOMMENDATION:** The Board requests an update during 1995 on the implementation of the faculty restructuring and an assessment of the effect on the quality of the West Point Experience. The Board will continue to monitor any need of exemptions from the requirements of Title 5 to give the Academy the flexibility to adjust civilian faculty work schedules.

**USMA RESPONSE:** Faculty restructuring plans are on schedule. At the start of Academic Year 1995-96, the total number of civilian faculty members at the Academy was 106. The Academy is approaching 20 per cent toward a target of 25 per cent civilian faculty by the year 2002. Consensus of leadership at the Academy is that the quality of our program and our graduates will be maintained with the restructured faculty as the Academy adjusts to meet the challenges of the twenty-first century. Cadets benefit from exposure to military and civilians

working together as they do in the active Army. No exemptions from the requirements of Title 5 are required. We have found the Total Army Performance Evaluation System to be quite satisfactory.

**6. TOPIC: Strategic Guidance for the United States Military Academy.**

**RECOMMENDATION:** The Board endorses the Strategic Guidance for the United States Military Academy, West Point 2002 and Beyond, as the vision for the Military Academy and requests it be advised when review results in updated guidance.

**USMA RESPONSE:** The United States Military Academy is conducting a review and update of the Strategic Guidance which should be published in the spring of 1996. Copies of the new Strategic Guidance, West Point 2002 and Beyond, will be provided to the Board.

**7. TOPIC: The United States Military Academy Preparatory School (USMAPS).**

**RECOMMENDATION:** The Board continues to support the Preparatory School Program as one of the primary ways for minorities and soldiers to gain admission, in support of class composition goals. We request an assessment of the results realized from the initiatives. The Board requests it be kept advised of the implementation of the Civil Preparatory School Test.

**USMA RESPONSE:** Implementation of the United States Military Academy Preparatory School (USMAPS) initiatives continues. On 17 July 1995, the Superintendent, USMA assumed command and control of USMAPS. This change will substantially improve our ability to fully implement the initiatives and assess their impact. The Academy will provide the Board results of the assessment. Upon notification of Congressional intent (Senate Version, National Defense Authorization Act, Fiscal Year 1996) to eliminate funding for the Civilian Preparatory School Test, the Department of Defense canceled the test.

**8. TOPIC: Bedrock Values I and II**

**RECOMMENDATION:** The Board recommends that the Academy continue the strong commitment to developing leaders of character through the reinforcement of the bedrock values. We request report on further development and training in these values at the next program review report.

**USMA RESPONSE:** The Academy remains committed to the concept of underlying bedrock values to develop leaders of character. It continues to develop

programs and policies designed to strengthen the internalization of the bedrock values in the Corps of Cadets. Initiatives in the Bedrock II Consideration of Others Education Training were successfully implemented. The Margaret Corbin Forum was reestablished to provide a forum to foster the discussion of gender specific issues within the Corps. Consideration of Others Education Teams (COET) were established to enhance company level training. These initiatives were briefed to the Board. The Board will be continually updated on the evolution of this training.

**SUMMARIZED MINUTES**  
**1994 BOARD OF VISITORS ORGANIZATION MEETING**  
**MARCH 21, 1995**  
**WASHINGTON, D.C.**

**1. MEETING CONVENED.** The Organization Meeting of the 1995 United States Military Academy Board of Visitors was called to order by the Honorable John S. Tanner, Chairman, at 8:12 a.m., March 21, 1995, in Room S-120 of The Capital, Washington, D.C.

**2. ADMINISTRATIVE REMARKS.** Mr. Tanner welcomed the members to the meeting and called upon the Executive Secretary, LTC Luther, for administrative remarks: LTC Luther announced for the record those present:

Honorable John S. Tanner, Chairman  
Mr. John Lindsey, Vice-Chairman  
Honorable Thad Cochran  
Honorable Harry Reid  
Honorable Greg Laughlin  
Mrs. Sally F. McKenzie  
Mr. Edwin Meese III  
Lieutenant General(Retired) Benjamin O. David, Jr.  
Mr. Richard Wall  
Mr. Jeffrey H. Smith  
Honorable Kay Bailey Hutchison

a. Also present were Mr. Johnson, Senate Armed Services Committee Staff, Mr. Dennis Lambert, Administrative Aide to Representative Sue Kelly, Mr. J.B. Hudson, Office of the Administrative Assistant to the Secretary of the Army, Lieutenant General Howard D. Graves, Superintendent, United States Military Academy; Brigadier General F. E. McFarren, Commandant of Cadets; Brigadier General Gerald E. Galloway, Dean of the Academic Board; Lieutenant Colonel John J. Luther, Executive Secretary; Lieutenant Colonel Frank Prindle, Office of Congressional Legislative Liaison; Miss Maryann K. Melville, Administrative Officer for the Board; Mr. Craig Gaines and Mr. William Blauvelt, Audio-Visual Support, Directorate of Information Management.

b. LTC Luther advised the Chair that a quorum was present under the Rules of the Board and a copy of the meeting Agenda and supporting material was at each member's place. The main items of business for the Board at this meeting

APPENDIX 11

were the Election of Officers, Appointment of the Executive Committee and Selection of Dates and Agenda Topics for the remainder of the 1995 Meetings.

**3. ELECTION OF OFFICERS.** The Board 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 1995. Mr. Tanner opened the floor for nominations for Chair.

a. Mr. Meese nominated LTG(R) Davis for Chair. The nomination was seconded and the election of LTG Davis as Chairman was approved by unanimous voice vote of members present.

b. The nominations were opened for Vice Chair. Mr. Wall nominated Mr. Lindsey. The nomination was seconded and the election of Mr. Lindsey as Vice Chairman was approved by unanimous voice vote of members present.

**4. SELECTION OF EXECUTIVE COMMITTEE.** The Chair announced the selection of the Executive Committee for the Board consideration and approval. The Board concurred.

Lieutenant General (Retired), ex officio, as Chairman

Mr. John Lindsey, ex officio, as Vice Chairman

Honorable Thad Cochran

Honorable Harry Reid

Honorable Greg Laughlin

Honorable Sue Kelly

Mr. Jeff Smith

**5. SUPERINTENDENT'S UPDATE.** The Chair called upon General Graves for his update to the Board on events and issues ongoing at the Academy since the last Board meeting.

-The Academy leadership will spend most of March on the Founders Day Speaking Tour. West Point Societies in about 69 areas will be visited and brought up to date. The Founders Day theme selected for this year is that the Academy is unique to America.

- It was the Nation's first engineering school. It remains a strong engineering school.
- USMA gives the Army 20 percent of its officer accessions, and sixty percent of the technologically oriented officer accessions come from this 20 percent.

- Majority of our graduates come to West Point because of opportunities for the first rate education and excellent leadership training. Those who succeed at West Point, succeed in the Army, and remain in the Army longer and in greater numbers than other commissioning sources.
- West Point is rated in the top 3 per cent of the most competitive universities of the nation. We provide the Army with 1000 (next year decreases to 900) officers who are graduates of one of the most competitive universities in the nation. That is a unique contribution.
- The last unique aspect is that West Point is not only educating and training leaders but immersing them in a value laden environment that develops leaders of character. When they graduate, they graduate with four years experience in meeting standards and of being evaluated not only in leadership but character characteristics as well.

-Preparatory School. Work is in progress to streamline preparatory school operations to enhance efficiency, productivity, and reduce cost per graduate.

- First major decision was increased selectivity in offering admission and reduction in the number of student offered a prep school slot. The philosophy has been to bring in about 300 cadet candidates for the approximate 175 available appointments to USMA. West Point will now select the cadet candidates for the prep school and reduce the number to about 220. The goal is to bring in a number that will produce 175 successes. The philosophy has changed from elimination of the weak to support of the capable.
- The pay of the cadet candidates who enter the prep school from civilian life has been reduced from a soldier's salary to cadet pay, almost one-half the soldier's salary. This will result in considerable cost reduction.
- The third issue is that the preparatory school now belongs to the Deputy Chief of Staff for Personnel. We believe that the Academy should have oversight of the prep school and are continuing to work on this with the Army leadership.
- Prep School Test. Congress directed in 1994 to evaluate a civilian prep school alternative--to look at the efficiency and cost effectiveness of civilian contract schools. The test is scheduled to begin this summer. The Office of the Secretary of Defense will run the test program. The statement of work is published, they will evaluate the proposals and

select the civilian contract schools. Each Academy will provide 20 candidates to one of these civilian contract schools. An evaluation and comparison between the civilian alternative to the military prep school program will then be made.

-Hotel Thayer. LTG Graves advised the board that a notice of a conditional award on the privatization contract was received. Community and Family Support Center (CFSC) is the organization in the Army who will run this proposal. Expectation is that once the contract is finalized and awarded, the construction cycle will take about 37 months. It is expected the construction will begin this summer or fall. The plan is to demolish the old dormitory first and create 110 guest rooms and a conference center. When that phase is completed and opened, work will begin on the original hotel one floor at a time.

-Cost Reduction. As you all know we are reducing our cost of operation by 15 percent, about 26 million dollars. We are looking at efficiencies and ways of saving again because of instructions from Congress to reduce our operating costs by another 26 million dollars by 2002.

- One initiative to save 1 million in operating costs would be to convert to a University Financial Management System, managing our money from one office and one staff instead of three separate offices and staffs, appropriated, nonappropriated and gift. This will require DOD approval.
- Another is to divest ourselves of Stewart, that would save us 6.7 million dollars overhead. The reason we are at Stewart is that there are 600 houses there, and we use about 300 for our faculty. If we can consolidate our faculty at West Point, we can in fact save in housing repairs enough to pay for the new housing, and save 6.7 million dollars in annual overhead costs.
- The twist now is the child development problem. Army policy is that we will provide child development care for all soldiers and civilian employees. At present we have a 150 child capacity center and have 50 children waiting. The facility is presently in an old warehouse down by the Field House and at our next meeting, we will give you a tour of the facility. Now with the new housing, when the faculty moves over from Stewart, we will add about 75 to 125 new children to the West Point community. What we need is a child development center capacity from between 275 to 325 children. We requested this for FY96, it was slipped to FY97 and now to FY98. The problem is we are going to have new houses in 96, and we need that child development center.

-Admission. This is a tough admission year--the other two academies and ROTC are having a tough time. We are not. Last year was our fifth best year in numbers of applications, but we only had 5.1% African American cadets come in to that class. We need 7 to 9 % to be representative of the Army officer corps, so that is our goal. This year things have turned up. Last year at this time we had 15 acceptances and we totaled out at 59. As of this date, we have 34 acceptances, and our Admissions officers are out there working diligently. Most of the African American candidates have other opportunities, so we do not know how many of these acceptances will show up on R Day.

-The last subject General Graves discussed was the issue of the cost of West Point. An Information Paper entitled: "Investment in a Commissioned Officer--USMA and ROTC" was provided to members of the Board and is included at Enclosure 2. General Graves urged the board members to become familiar with the contents of the information paper and be able to discuss it when queried by interested parties.

**6. RESPONSE BY CHAIRMAN.** LTG Davis thanked the Superintendent for the update on the Academy. He asked the members if there were any questions or points they would like to discuss in further detail. A short question and answer period followed.

**7. MEETING SCHEDULE.** The Chairman next asked the Board to discuss and select the dates for the 1995 meetings. A list of possible dates was provided each member and is provided at Enclosure 3. After due consideration of the Congressional, the Academy, the Academy leadership, and individual members calendars, the following dates were selected for the 1995 meeting at West Point:

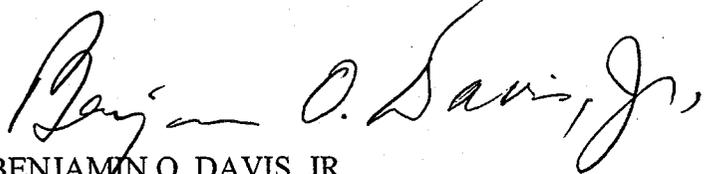
**18-19 May, Spring Meeting at West Point.**

**18-19 July, Visit to Summer Training.** Details of the training scheduled for these two dates will be provided at the May Meeting. The Academy recommends these dates if they fit member's schedule. The Superintendent invited them to visit summer training as a group or individually, to advise what was best for their schedule.

**5-7 October, Annual Meeting at West Point.** This date was selected as the primary date for the Annual Meeting. It will allow for those members interested to participate in the Thayer Award Ceremony. When new members are appointed, the membership will be polled and if a quorum cannot be obtained, a new meeting date will be coordinated.

**8. AREAS OF INTEREST FOR 1995 BOARD MEETINGS:** The Board moved to consider the topics for the 1995 meetings. After discussion and requests for some additional topics, the Board approved the list of proposed topics at Enclosure 4.

**10. ADJOURNMENT:** There being no further business, the Chair requested a motion to adjourn. The motion was made, seconded and approved. The organization meeting of the 1995 Board of Visitors adjourned at 9:45 a.m.



BENJAMIN O. DAVIS, JR  
Lieutenant General, U.S. Air Force, Retired  
Chairman, United States Military  
Academy Board of Visitors



JOHN J. LUTHER  
Lieutenant Colonel, U.S. Army  
Executive Secretary  
United States Military Academy  
Board of Visitors

**AGENDA**  
**ORGANIZATION MEETING**  
**UNITED STATES MILITARY ACADEMY BOARD OF VISITORS**  
**TUESDAY, 21 MARCH 1995, 8:00 a.m.**  
**Room S-120, The Capitol, Washington, D.C.**

Call to Order	Mr. Tanner
Administrative Remarks	LTC Luther
Opening Comments and Introduction of Agenda	Mr. Tanner
Election of Officers	Mr. Tanner
Appointment of Executive Committee	LTG(R) Davis
Remarks and Update by Superintendent	LTG Graves
Response by Chair	Chair
Discussion and Selection of Dates/Format for 1995 Meetings	Board Members
Selection of Areas of Interest for 1995	Board Members
Remaining Business	Board Members
Closing Remarks	LTG(R) Davis
Adjournment	

ENCLOSURE 1 to APPENDIX II

# Information Paper

MAOR

3 March 1995

**SUBJECT:** Investment in a Commissioned Officer—USMA and ROTC

1. Commissioned Officers command and lead America's armed forces. They must be men and women of the highest character and competence. *DUTY, HONOR, COUNTRY* must be the foundation of their professional ethic.

2. The purpose of the United States Military Academy is to provide leaders of character for the Army and the Nation. The Academy has fulfilled this essential purpose for almost 200 years. Along with ROTC and OCS, our officer commissioning programs have sustained the finest Officer Corps in the world. Thus, continued support for each source of commission is an investment in future Army leadership and national security.

3. In November 1992, the General Accounting Office (GAO) released a report entitled: "Officer Commissioning Programs—More Oversight and Coordination Needed." In it they wrote: "...the Academies are the most expensive means of producing an officer ... [and] ... indicators of officer quality vary little by commissioning source."<sup>1</sup>

a. This GAO finding and parallel arguments are flawed because they are based on spending by the Department of Defense alone. Since DoD pays essentially all costs of operating USMA and only a portion of the costs for producing an officer from ROTC, the comparisons are not balanced.

b. The GAO's assertion on officer quality is also incorrect. By every measure, USMA graduates serve the Army and the Nation with distinction. The record indicates that USMA graduates, as a group, are selected for promotion, command, and advanced education at rates well above the Army as a whole. Such results are testimony to the quality of the USMA graduate's contributions and pre-commissioning experience.

4. To put GAO's cost analysis in perspective, we must recognize that USMA provides both a bachelor of science degree and the military education and training required for commissioning; whereas, the ROTC program alone does not award a college degree. Even when the Army funds an ROTC scholarship, that tuition revenue contributes only a portion of the total cost of the baccalaureate education.

a. In FY 94, the average cost for a bachelor degree was approximately \$128,000<sup>2</sup>. In addition, the cost of operating ROTC (excluding scholarships) averaged \$78,000 per graduate.<sup>3 4</sup> Therefore, the total cost was, on average, \$206,000 per commissioned ROTC officer. The cost of a USMA graduate in FY 94 was estimated at \$268,064.<sup>5</sup> Thus, when total costs are compared, the difference between the average cost per ROTC graduate officer and USMA's cost per graduate is approximately 30%. This is significantly less than the difference of over 240% from the GAO approach.

ENCLOSURE 2 to APPENDIX 11

b. When comparing USMA, which ranks among the most competitive schools in the Nation, with those ROTC schools that are rated as highly, the cost differences are even less.<sup>6</sup> For example, based on current fund expenditures at universities such as Duke, Cornell, Princeton, Wake Forest, and Johns Hopkins, the cost of an ROTC graduate is essentially the same as that of a USMA officer.<sup>7</sup>

c. Last year, all such ROTC schools commissioned only 182 officers; USMA commissioned over 1000 graduates. Presently, approximately 75% of ROTC graduates are accessed on Active Duty, with obligations of 3-4 years.<sup>8</sup> In contrast, USMA graduates are all commissioned on Active Duty with service obligations of 5-6 years.

5. Since USMA and ROTC are federally funded, some have suggested that only public spending should be considered when making cost comparisons. It is very difficult to isolate "public" dollars in civilian college budgets; however, a conservative estimate is that at least 45% of spending in support of post-secondary education derives from federal, state, or local governments.<sup>9</sup> Thus, of the average cost per bachelors degree, almost \$58,000 can be attributed to "public" spending. When this adjustment is made, the public cost of a USMA graduate is about double that of the ROTC average.

6. With this perspective on cost differences, it is important to understand the value of USMA to the Army and the Nation. Here the record and the facts are very clear:

a. The investment in West Point provides a world-class, intellectual, military, physical, and moral-ethical experience (in a reliable, federally controlled institution), tailored to meet the needs of the Army and the Nation.

b. West Point attracts outstanding young Americans, including some who might otherwise not be inspired to serve on Active Duty, and develops them to be leaders of character for the Army of the 21st Century.

c. Today, USMA provides 20-25% of the Army's Basic Branch officers. These graduates represent about 60% of all lieutenants whose academic curriculum includes substantial physical science and engineering, necessary for the technologically advanced Army of the 21st Century. Further, West Point provides the Army annually over 85% of the commissioned officers who possess a degree from one of the Nation's most competitive schools.

d. As a group, USMA graduates have served in uniform longer and risen to higher levels of responsibility within the Army than officers from any other source of commission.

e. As an institution, USMA is the standard bearer for the professional ethic of the Officer Corps. The Army embraces *DUTY, HONOR, COUNTRY*, USMA's motto, as the foundation for its enduring values of integrity, loyalty, and service.

f. To the people of the United States, West Point is a symbol of excellence and selfless service. As such, it is an important national treasure.

7. Given these costs and benefits, one must conclude that the United States Military Academy is "... a bargain for the Army and the Nation."<sup>10</sup>

COL Toffler  
(914) 938-5950

## *Footnotes:*

<sup>1</sup> United States General Accounting Office, Officer Commissioning Programs: More Oversight and Coordination Needed, (Washington, DC, Nov 92, GAO/NSIAD-93-37), pp. 2-3.

<sup>2</sup> United States Military Academy, Presentation on Candidates, Cadets & Graduates, "FY 94 Total Societal Costs Per Commissioned ROTC Lieutenant." (Office of Policy, Planning & Analysis, West Point, NY, 6 Feb 95). Using data from the Integrated Post Secondary Education Survey from the National Center for Education Statistics and adjusting to 1994 dollars using the Higher Education Price Index, the average yearly Current Fund Expenditure for a Full-Time Equivalent (FTE) student is about \$23,000. There are approximately 5.57 FTE students enrolled for every bachelors degree. Thus, colleges and universities on the average spend \$128,138 per bachelors degree.

<sup>3</sup> Office of the Deputy Chief of Staff for Personnel, "Cadet Command Information for SY 93-94 (FY94), (ROTC Desk, MAJ Ladner, 703-695-5958, Alexandria, VA, 24 May 94). In FY94, Army ROTC expenditures were \$358,600,00. Of this, \$65,200,00 was allocated to ROTC scholarship students. Scholarship money, since it is paid to colleges and included in their revenues, has been included in the cost of education in footnote 2. When the remaining funds (\$293,400,00) are divided by the number of commissioned officers through ROTC, the result is approximately \$78,000 which represents the ROTC cost for military education and training.

<sup>4</sup> Office of the Deputy Chief of Staff for Personnel, "Total Army 2LT Production & Missions," (Director of Military Personnel Management, MAJ Argo, 703-697-7619, Alexandria, VA, 4 Oct 94.

<sup>5</sup> United States Military Academy, Cost Per Graduate - FY 94 (Directorate of Resource Management, West Point, NY, 1995). Uses the 38 cost categories developed by the GAO for comparing the costs of service academies.

<sup>6</sup> Barron's Educational Series, Barron's Profiles of American Colleges, 20th Edition, (Hauppauge, NY: Barron's Educational Series, Inc., 1994) p. 215. Lists 45 colleges and universities as "most competitive," based on high school performance, standardized test scores, and applicant/acceptance ratios. The service academies and 13 schools which offer ROTC programs are included in this number, which constitute the top 3% of schools rated by Barron's.

<sup>7</sup> US Department of Education, FY92 Integrated Post-Secondary Education Survey, (National Center for Education Statistics, Washington, DC, 1992). Office of the Deputy Chief of Staff for Personnel, "Cadet Command Information for AY 93-94 (FY94). Based on total educational expense per FTE, the average expenditures per FTE for the 13 Barron's most competitive Cadet Command Schools was \$64,255. Cadet Command expended \$293,400,000 not counting scholarship monies in FY94. Total ROTC enrollment in FY94 was 39,838 cadets. Dividing expenditures by enrollment results in a military education and training cost of \$7,357 per ROTC cadet. Adding this cost to the average educational expenditures for most competitive Cadet Command Schools yields a total average cost of \$71,612 per ROTC cadet. USMA's comparable cost per cadet was \$73,460.

<sup>8</sup> Office of the Deputy Chief of Staff for Personnel, "Total Army 2LT Production & Missions."

<sup>9</sup> US Department of Education, Digest of Education Statistics, (National Center for Education Statistics, 1994, Washington, DC 1994), p. 324. US Department of Education, FY 1992 Loan Programs Data Book. (Office of Post Secondary Education, Washington, DC) p. 11. Total Current Fund Revenues of all institutions of higher education was \$161,421,460,000. Conservative estimates of the amount of direct and indirect public subsidies in the following sources of revenue were made: tuition and fees; federal, state and local governments; endowment income; educational activities, auxiliary enterprises, hospitals, and all other sources. Endowment revenues were assumed to be indirectly subsidized by the public through the avoidance of income tax at a 30% rate. Also as nonprofit institutions, the public was assumed to indirectly subsidize educational activities, auxiliary enterprises, and hospitals through the avoidance of sales tax at a 6% rate. Total direct public subsidies totaled \$64,580,100,000 and indirect public subsidies totaled \$5,761,135,000. Thus, the percentage of all public subsidies to total Current Fund Revenues is estimated to be 45%.

<sup>10</sup> United States Military Academy, Report of the 1987 Board of Visitors, (West Point, NY, 1987), pp. 6-7.

**SUGGESTED TIME FRAMES FOR MEETINGS AT WEST POINT  
FOR THE 1995 BOARD OF VISITORS**

**SPRING MEETING**

<b>18-20 MAY (Thu/Sat)</b>	ACADEMIC PERIOD [18 May - Dean's Retirement Review]
<b>11-13 MAY (Thu/Sat)</b> Supt Opens]	ACADEMIC PERIOD [13 May - Orange County Special Olympics -
<b>25-27 MAY (Thu/Sat)</b>	TERM END EXAMINATIONS
<b>30 APR-1 MAY (Sun/Mon)</b>	ACADEMIC PERIOD [30 Apr - Supt Addresses Cl '95]

**VISIT CBT/CFT SUMMER TRAINING (On Individual Basis)**

<b>25 JUN-15 AUG</b>	CFT I/II TRAINING PERIOD
<b>29 JUN-16 AUG</b>	CBT I/II TRAINING PERIOD

NOTE 1: 18-19 JULY CBT/CFTII Summer Cookouts

NOTE 2: Specific recommendations for Training Visit Dates will be provided at Spring Meeting

**ANNUAL MEETING**

<b>7-9 SEPTEMBER (Thu/Sat)</b>	ACADEMIC PERIOD FOOTBALL vs Lehigh
<b>14-16 SEPTEMBER (Thu/Sat)</b>	ACADEMIC PERIOD FOOTBALL vs Duke
<b>5-7 OCTOBER (Thu/Sat)</b>	ACADEMIC PERIOD 5 Oct - Thayer Award Ceremony NO GAME
<b>12-14 OCTOBER</b>	12 Oct - Columbus Day ACADEMIC PERIOD FOOTBALL vs NOTRE DAME a MEADOWLANDS
<b>2-4 NOVEMBER</b>	ACADEMIC PERIOD FOOTBALL vs E. CAROLINA
<b>16-18 NOVEMBER</b>	ACADEMIC PERIOD FOOTBALL vs BUCKNELL

ENCLOSURE 3 to APPENDIX II

**SUGGESTED TOPICS/AREAS OF INTEREST  
FOR MEETING AGENDAS OF  
THE 1995 USMA BOARD OF VISITORS**

**SPRING MEETING**

- Annual Program Review
  - Academic Program
  - Military Program
  - Physical Program
- Child Development Center Requirement (Brief and Tour Facilities)
- Gift/Alternate Funding
- Visit/Tour Alumni Center

**VISIT SUMMER TRAINING**

(Individual basis - no formal meeting)

**FALL MEETING**

- Annual Report Preparation
- Annual Program Review
  - Athletic Program
  - Admissions Program
- Report on Accreditations
  - Middle States Association Board
  - Accreditation Board for Engineering Technology

**ISSUE UPDATES**

- Legislative Issues
- United States Military Academy Preparatory School Initiatives and Status of Civil Prep Test
- Report on Department of Defense Inspector General Audit

**NOTE**

The following will be included in the Board's Itinerary when dates and times of meeting permit:

- Visit Performance Enhancement Center
- Roundtable Discussions with cadets leaders (current and emerging)
- Roundtable Discussions with selected staff & faculty

ENCLOSURE 4 to APPENDIX II



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

30 May 1995

**MEMORANDUM FOR RECORD**

**SUBJECT:** Spring Meeting, 1995 Board of Visitors,

1. The United States Military Academy Board of Visitors Spring Meeting scheduled for 18-19 May 1995 was canceled because a quorum could not be assembled due to conflicts with the Congressional schedule.
2. Members of the Board visited West Point on Friday, 19 May 1995. The members met informally with the Academy leadership in the Superintendent's Office and received a series of informational presentations.
3. Topics covered were the Report on Accreditation by the Middle States Association Board, the results of the Military and Physical Annual Program Reviews, a report on the Admission Status of the Class of 1999, and report on management of gift funds and alternate funding. A discussion was held on the West Point School and the need for a new Child Development Center. A tour of the present Center was conducted.
4. The members met in round table discussions with emerging cadet leaders of the Class of 1996 and with the faculty members with two years of more experience instructing at the Academy.
5. A copy of the information presented Board members during the visit is provided at the Enclosure.

Enclosure

A handwritten signature in dark ink, appearing to read "J. Luther".

**JOHN J. LUTHER**  
Lieutenant Colonel, U.S. Army  
Executive Secretary

APPENDIX III



INDEX OF INFORMATION PAPERS  
VISIT OF MEMBERS OF THE 1995 BOARD OF VISITORS  
19 May 1995

<u>TAB</u>	<u>SUBJECT</u>
A	Executive Summary, USMA Periodic Report to Middle States Accreditation Board
B	West Point's Periodic Review Report
C	Annual Program Review of Military and Physical Programs for AY 94-95
D	West Point Child Development Center and West Point School
E	Report on Admission Status for Class of 1999
F	Gift Fund Management and Alternate Funding

ENCLOSURE 1 to APPENDIX III

# USMA PERIODIC REPORT TO MIDDLE STATES ACCREDITATION BOARD

## EXECUTIVE SUMMARY

On the whole, this report provides strong support for the conclusion that the United States Military Academy remains in very good health. Over the past five years it has done what individuals and institutions alike must do to sustain growth and progress: build steadily on successes and work to reduce or eliminate shortcomings.

Although a superficial examination of the Academy might reveal an institution that appears little different from the one that underwent accreditation five years ago, and though in its essence West Point remains steadfastly devoted to the task it has been performing for the nation for almost two hundred years, the outward appearance is misleading. In fact, during the past half decade, a period marked by, among many other things, the Army's drastically reducing its size to conform to new international realities, the Academy has experienced its share of significant change. It has undergone repeated scrutiny, both helpful and hostile, from external agencies and institutions. Those who have interested themselves in examining one aspect or another of the Academy's operation have ranged from the United States Congress to the producers of "60-Minutes." At the same time, West Point has also undertaken extensive self-scrutiny, including assessments, in some cases multiple assessments, of its academic, athletic and admissions programs. In the cases where responses to the scrutiny were warranted, the Military Academy responded with appropriate changes in its ways of doing business.

Among the most striking of the changes were those involving a restructuring of the faculty and the full implementation of the Cadet Leader Development System. The restructuring, mandated by Congress in 1993 and now well under way, will, by the year 2002, result in a faculty a quarter of whose members will be civilians. This faculty structure is a dramatic and quite visible departure from West Point's tradition of a virtually all military cohort of teachers. The Cadet Leader Development System (CLDS), though less visible, is an equally dramatic departure from past practices. It provides an overarching framework for integrating and organizing cadet leader development experiences and, since leader development is central to the Academy's purpose, this change means that CLDS affects nearly every program at West Point. As perhaps its most noticed effect, it has eliminated most of the demeaning and counterproductive features of the old "Plebe" system.

Naturally, the Academy's responses to the recommendations that emerged from the last Middle-States accreditation process also produced change. With very few

exceptions, the Academy has either accepted the recommendations and completed work on its responses or else it has projects underway that eventually will result in full responses.

As a result of the last self-study, innovation and improvement have marked the functioning of all major activities and of programs across the board. For example, the Academic Program--and of course, the Corps--has benefited from such things as the Curriculum Committee's Overload Study. That effort resulted in the adoption, at the beginning of this decade, of a "baseline" curriculum for cadets. The curriculum contains 31 core courses, along with an additional nine to make up a field of study. Subsequently, in a move that further eased the time demands on cadets, the Academy moved essentially all classroom instruction on military subjects--map-reading, small unit tactics, and the like--into an intersession that takes place between the first and second semesters of the academic year. Other improvements included a robust array of Individual Academic Development programs available to cadets during their summer months, the imposition of a stringently enforced Cadet Schedule which aims to eliminate the conflicts and distractions that can add to cadets' difficulties in their studies, and a wholesale switch to grading policies and academic awards that are criterion-referenced. In these ways and many others the Military Academy has further enhanced the quality of the undergraduate education it provides its cadets.

Another important area of concern five years ago centered on the faculty. Among the most important general needs the accreditation process identified were improved opportunities for development of teaching skills, for research, and for involvement in institutional governance. Since then, a number of initiatives have addressed these issues. West Point now boasts a Center for Teaching Excellence which has launched an imaginative set of projects and programs under the direction of the newly-created Associate Dean for Academic Affairs. Also, a vigorous Faculty Council has come into being. Drawing its membership from all departments and from among those holding academic rank at all levels, the Council studies and reports on issues of concern to the Academic Program and by providing advice, influences the decisions of West Point's senior leadership. Finally, faculty research has benefited from West Point's determination to accord the activity increased prestige, from a determined and successful effort to broaden its scope and add to the number of venues available for performing it, and from improved funding and facilities .

As is proper, cadets above all have gained from the changes that have come in the wake of the last accreditation. In addition to the benefits brought about by CLDS and by the reforms to the Academic Program already mentioned, the Academy has moved in dozens of other ways to more effectively serve its purpose, to develop cadets into "leaders of character." Both the Superintendent's Honor

Review Committee and the Company Honor Education Teams have worked steadily to ensure that the principles of honorable living continue to hold a central place in cadet life. At the same time, each of the commandants who have served during the years since the last accreditation have made it their business to address problems involving both the military and physical programs and the material circumstances of cadet life. As a result, to mention just a few things, evening study conditions and physical security have improved. The education of tactical officers, who have a great impact on cadet development, continues to be carefully shaped, though no longer under the auspices of the Eisenhower Fellows program but in a Tactical Officer Education Program administered by Long Island University. Finally, reforms have been effected in the rules governing intramural participation, in the way the elements of the physical education program are distributed over the four years, and in the array of physical tests cadets must face.

The Academy remains dissatisfied, however, with its progress in certain aspects of cadet life. Specifically, it understands that it still has work to do on matters of equity and diversity. Though the implications of both the inappropriate behavior of a few members of the football team during a "spirit run" in October 1994 and the GAO's 1995 study of West Point's gender environment are subject to debate, both served as warnings that the Military Academy must not slacken its efforts to achieve appropriate conditions of gender equity and to instill in all cadets the second of its "Bedrock" values, Consideration of Others.

Under the category of "Information Literacy" this report documents a wide variety of achievements and initiatives over the past five years. The Academy remains in an enviable position in this regard as it has been able to integrate the use of computers and related technology more and more widely into all of its programs. Recent institutional history has witnessed not only year-by-year upgrades in the kind of computers that cadets purchase for their use while at the Academy, but also improved Academy-wide networking capabilities; a complete replacement of the Library's on-line system--including both hard-and software--with the result that all now have vastly expanded access to bibliographic materials of all kinds; a number of projects for testing new hard- and software applications and configurations; and several innovative programs for improving the computing competence of staff, faculty, and cadets.

In accord with the widespread recognition that outcomes assessment has a crucial role to play in institutional governance, planning, and operations, West Point has invested a great deal of effort in establishing its own assessment system. Thus far, it has set up a system for one of its three primary programs, the Academic Program, and work has begun on the others, the physical and military programs. West Point's goal then is to integrate and coordinate the activities of the three sub-systems, bringing them together with other necessary elements to make up an

assessment system at the institutional level. As envisioned, this system would be administered by the Office of Policy, Planning and Analysis, which includes as one of its elements the Office of Institutional Research.

Having for years been able to draw the cadets it admits from a large pool of applicants, the Academy remains among the nation's "most selective" institutions according to various college-rating guides. And despite the recent downward trend in the number of nominated applicants, the future, which will witness the reduction of the size of the Corps to 4000 by September 1995, will likely feature similar selectivity. For the most part, West Point has easily met its class composition goals, with African-Americans making up the most important exception to that generalization. In response, the Academy has stepped up its recruiting efforts, realizing at the same time how difficult the task will be, given the strong competition from other colleges. Successes in admissions have been matched by excellent graduation rates. In fact, if attrition data exclude losses during Cadet Basic Training, losses not experienced at other institutions, the Academy's graduation rate would fall in the range of from 83 to 86 percent.

As it has for the past five years, it appears that funding for West Point during the next five years will remain adequate. Despite the dramatic reductions in defense spending, the Army, valuing the Academy as an investment in its own future, has chosen not to make significant cuts. Indeed, in 1991 the Army authorized that supplemental funds be given West Point to undertake a major revitalization program. Each year since then has witnessed the completion of long-overdue repairs, renovations, and new construction involving administration and academic buildings, laboratories, barracks--both for cadets and soldiers--military housing, utility systems. Current programming of revitalization projects reaches out into the 21st century.

The Academy maintains an effective system for coordinating its planning and budgeting functions. The USMA Planning Model connects resource allocation, both current and projected, to strategic guidance, which, in turn, is connected to Academy Goals. In this way, the Academy prioritizes its programs and prescribes the appropriate weight of effort for each. Involvement by agencies from all over the Academy marks the process delineated in the Model. All Major Activity Directors--such as the Dean, Commandant, Director of Intercollegiate Athletics, and the Garrison Commander--provide input through annual program reviews. Other agencies and bodies, including the Installation Planning Board, the Information Management Steering Committee, and the Senior Resource Management Advisory Committee also play roles by developing plans, advancing projects in competition for dollars, and developing advice for the senior leadership.

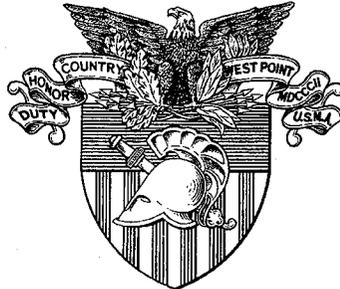
This summary asserted in its first paragraph that, on the whole, the Military Academy remains in good health. Still, the self-study sparked by this periodic review does reveal that a certain number of concerns need additional attention. Having identified five of these as primary areas for continued emphasis in the coming years, West Point's senior leadership intends that the Academy:

- Continue to monitor and carefully manage the process of bringing its new civilian faculty on board.
- Take steps to see that CLDS remains an effective means of integrating all leader-development activities.
- Put additional effort into measures affecting staff, faculty, and cadets that will continue to foster an appropriate gender-equity environment at West Point.
- Give increased energy and imagination to the business of recruiting and admitting qualified minority candidates, especially African-Americans.
- Bring to completion its project to develop an institutional assessment system, one that spans all three major developmental programs, academic, military, and physical, one that takes as its domain all relevant institutional inputs, processes, and outputs.

# WEST POINT'S PERIODIC REVIEW REPORT

SUBMITTED TO THE  
MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

A Presentation of the Board of Visitors,  
United States Military Academy



## External (Academic) Evaluations

Institutional Framework	Athletics	Academic Program			Student Support
		Engr	Humanities	Soc Sci	
		BOV			
		MSA/DOE			
		ABET			
NCAA		CSAB			

## **PURPOSE**

- To brief the Board of Visitors on the Periodic Review Report's content, conclusions, and areas for continued concern.

## **FUNDAMENTAL QUESTIONS FOR US TO ADDRESS:**

- Are we doing what we said we would do?
- What has changed in the last five years?

## THE NECESSARY TASKS

- Document Responses to the Institutional Self-Study and MSA Accreditation Report
  - Identify Major Changes Since 1989
  - Collect and Review Relevant Institutional Studies/Reviews, eg. Admissions, Athletics
- Identify Areas of Success
  - Identify Areas of Concern
  - Address Topics of Special Interest
  - Provide Copies of Relevant Reports/Studies

## ITEMS OF SPECIAL INTEREST

<i>ISSUE</i>	<i>USMA AGENCY</i>
1. Teaching and Learning Environment	Dean
2. Information Literacy	DOIM Librarian Dean
3. Equity and Diversity	Dean DAD Commandant OPA
4. Outcome Assessment	OPA Dean
5. Civilianization of the Faculty	Dean

## PROCESS

- Broad Participation
- Executive Committee
- Sub Committees in Concerned Activities
- Recursive Drafting, Review, and Re-Drafting

## CONCLUSIONS

- The U.S. Military Academy remains in good health.
- Lots of Scrutiny-External as well as internal.
- Where issues were identified, USMA responded with appropriate changes.

## **AREAS FOR CONTINUED CONCERN**

- **Carefully manage the process of bringing the new civilian faculty on board.**
- **Take steps to see that CLDS remains an effective means of integrating all leader-development activities.**
- **Put additional effort into insuring that an appropriate gender-equity environment exists at West Point.**
- **Give increased energy and imagination to the business of recruiting and admitting qualified African-American cadets.**
- **Finish development of an institutional assessment system, one that spans all three major development programs, academic, military, and physical, one that takes as its domain all relevant institutional inputs, processes, and outputs.**



***Commandant's Presentation to the USMA  
Board of Visitors***

***Annual Program Review of the  
Military and Physical Programs  
AY 94-95***

***Duty, Honor, Country***

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Commandant's Briefing to the Board of Visitors



***Superintendent's Guidance***

- **Address the following:**
  - Contribution of the program to Academy Goals
  - General description of specific program goals
  - Status of recent initiatives
  - Projected initiatives
  - Assessment of program efficiency, effectiveness, and resource issues
  - Status of compliance with Congressional directives and Public Law

***Duty, Honor, Country***

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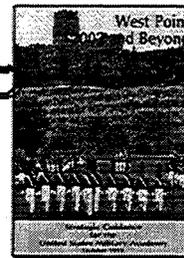
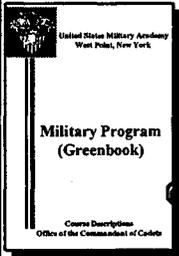
1/19/96

Commandant's Briefing to the Board of Visitors



## Purpose

- To present the results of the Annual Program Review of the Military Program



### References

*West Point; 2002 and Beyond*  
*USMA Cir 1-101, CLDS*  
*Military Program (Greenbook)*  
*USCC Reg 623-1, LEADR*  
*USCC Cir 350-1, LDB Resource Book*  
*USCC Reg 600-1*  
*USCC Pam 10-1*

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Commandant's Briefing to the Board of Visitors



## Military Program Goals

- Provide a broad basic military education and training in individual and small unit skills.
- Contribute to developing self-discipline and mature judgment
- Provide leadership opportunities through sequential, progressive, four year process
- Contribute to moral-ethical development

Duty, Honor, Country

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Commandant's Briefing to the Board of Visitors



## Military Program Components

- Military Training
- Cadet Professional Development
- Military Science
- Military Environment

Military Development



Duty, Honor, Country

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Commandant's Briefing to the Board of Visitors



## Military Training

- Cadet Basic Training (CBT)
- Cadet Field Training (CFT)
  - Mounted Maneuver Training
- Cadet Advance Training (CAT)
  - Cadre (2nd Class Detail at West Point)
    - » Drill Cadet Leader Training (DCLT)
  - Cadre (1st Class Detail at West Point)
  - Cadet Troop Leader Training (CTLT)
  - Military Individual Advanced Development (MIAD)



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Commandant's Briefing to the Board of Visitors



## *Cadet Professional Development*

- **Minor modifications to classes**
- **Consideration of Others Education Teams**
- **Enhanced New TAC/TAC NCO school**

*Duty, Honor, Country*

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Commandant's Briefing to the Board of Visitors



## *Military Science*

- **Military Intersession**
  - MS102: Map Reading/Troop Leading Procedures
  - MS202: Combined Arms I
  - MS302: Combined Arms II
  - MS402: Tools of the Trade



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1/19/96

Commandant's Briefing to the Board of Visitors



## *Military Environment*

- **Pass policy**
- **Alcohol & Drug Policies**
  - **Conduct Investigation for 2 alcohol related regimental boards**
  - **Increased Biochemical Testing**

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## *Assessment*

- **Mirrors Dean's Model for Academic Assessment**
- **Uses available resources**
- **Provides structure to review and assessment process**

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## *MD Grading*

- **Petition option for Forced Distribution**
- **Continue to examine long term options**

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# ***PHYSICAL PROGRAM REVIEW (AY 94 - 95)***

## **Department of Physical Education**

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## ***Role of the Physical Program: Support Purpose & Academy Outcome Goals***

- **Purpose of Academy:** provide the nation with leaders of character who serve the common defense.
- **Physical Program's Focus:** provide the nation with graduates who:
  - Have ability & motivation to achieve & sustain high standards of health & physical fitness essential for military service.
  - Have commitment to live according to our national values, constitutional system & ethical standards of the profession of arms.

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## ***Physical Program Goals***

- Cultivate knowledge of a healthy military lifestyle
- Develop ability to promote & maintain personal & unit fitness
- Prepare cadets for a lifetime of participation in sports & physical activity
- Nurture the qualities:
  - *Courage*
  - *Self-sacrifice*
  - *Initiative*
  - *Perseverance*
  - *Aggressiveness*
  - *Will to Win*
- Contribute to development of moral-ethical attributes essential for "Leaders of Character"
- Provide a professional faculty which sets the example

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## Physical Program Components

- **Basic developmental skills through course work**
  - Assessment
  - Training
  - Lifetime sports
  - Sport skill development
  - Mental &/or psychological skills
- **Physical Fitness: CBT, CFT, MFT, CPFT, IOCT**
  - Instruction
  - Development
  - Assessment
- **Competitive sports**
  - Intramurals
  - Clubs
  - Intercollegiate Athletics

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## Basic Developmental Skills (Baseline)

- **Gymnastics - kinesthetic awareness & military movement skills**
- **Combatives**
  - Men: Boxing & Grappling
  - Women: Self-Defense I & II
  - Capstone course - Close Quarters Combat
- **Aquatics - Survival Swimming**
- **Lifetime sports - two choices per cadet**
- **Personal Fitness & Unit Fitness**
  - Training
  - Knowledge
  - Assessment
- **Master Fitness Training Program**

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### Baseline Requirements (Summary)

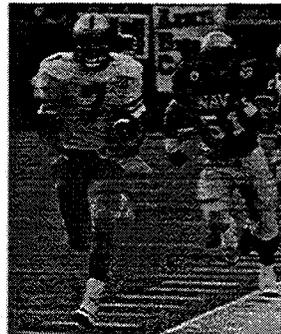
- Complete or validate the following core developmental course:
  - Boxing (M)/ Self Defense I (W)
  - Gymnastics
  - Swimming/Survival MUST PASS
  - Personal Fitness} 4th Class
- Unit Fitness Planning & Certification Exam
- Combatives (G/SD II/CQC)
- } 3rd Class
- Complete & pass Physical Education Programs with grade  $\geq 65.0$
- Complete two Lifetime Sports (U °)
- Complete 1 Team-Contact-Collision (TCC) Experience
- Participate in 1 Competitive Sport per semester (All)
- Meet AR 600-9 Weight Management Requirements (All)



### Hierarchy of Competitive Sports

**"EVERY CADET AN ATHLETE - EVERY ATHLETE CHALLENGED"**

- Intramurals (17 sports, 75%)
  - Cadet led
- Competitive clubs (26 clubs, 13%)
  - OIC led
- Corps Squad (25 Teams, 25%)
  - ODIA led





## *Physical Program (Whitebook)*

- One source document

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## *Physical Individual Advanced Development (PIAD)*

- Advanced Sports Development
- Aerobic Certification
- Orienteering
- Outer Limits Mountain Leader
- Outward Bound

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## Assessment of Program & Future Initiatives

### ● Current Assessment:

- First Class survey
- Cadet evaluations
- Exchange cadet evaluations
- After action reviews/reports from self-directed teams
- Annual course reviews based on AARs

### ● Future Initiatives:

- Annual "5 Year after Graduation Survey"
- Physical Program Assessment System



## Summary

- Military & Physical Programs contribute to the Academy goals
- Review and assessment key to success



## WEST POINT SCHOOL (K-8)

- Built 1934 with additions in the 1952, 1962, 1987.
- Current enrollment at 711.
- Fully accredited (Middle States Association of Colleges and schools.)
- Current Facility has no room for expansion.
- Stony Lonesome II Housing Project (net 137 units) will plus up school age population by 300.
- DOD School Project is estimated at \$3M.
  - Convert current gymnasium to classroom, build gymnasium annex, add conditioning and handicap accessibility.
  - Enable USMA to meet educational needs of K-8 population in an environment conducive to educational development.
- DOD has authorized design

## WEST POINT CHILD DEVELOPMENT CENTER

- Built 1850 as a boat house. Became Child Care Center 1965.
- Renovated in 1986 to meet Child Development Center Standards.
- At capacity will accommodate (151 children; 12 infants; 35 toddlers; 48 pre-school age; 40 school age and 16 children in hourly care.)
- Program is DOD certified and NAEYC Accredited (35% of DOD centers meet this standard.)
- Stony Lonesome II housing (net 137 new units) will plus up child care population between 75-125 by FY98.
- USMA needs 303 capacity CDC (est. MCA est \$8.54M.)
  - Minimizes disruption of USMA mission by ensuring availability of child care spaces
  - Enhance quality of existing care by providing a state-of-the-art CDC.
  - DA has authorized design

## USMA Admissions Statistics

	<u>Class of '99</u> <i>As of 17 May '95</i>	<u>Class of '98</u> <i>As of 18 May '94</i>
<b>Target:</b>	1190	1170
<b>Applicants:</b>	12,427	13,009
<b>Nominated:</b>	4555	4320
<b>Qualified:</b>	2058	2060
<b>Offers:</b>	1589	1581
<b>Accepts:</b>	1095	1094
<b>Declines:</b>	379	368
<b>No Replies:</b>	84	111

*MAAR-A/17 May '95*

## USMA Class Composition Status

	<u>Goal</u>	<u>Class of '99</u> <i>Accepts as of 17 May</i>	<u>Class of '98</u> <i>Accepts as of 18 May</i>
<b>Scholars:</b>	234-293	256	229
<b>Leaders:</b>	234-293	208	274
<b>Athletes:</b>	234-293	258	233
<b>Women:</b>	117-176	160	161
<b>Blacks:</b>	82-105	76	57
<b>Hispanics:</b>	47-70	41	50
<b>Asian/Natives:</b>	23-35	69	81
<b>Soldiers:</b>	140-176	141	183

*MAAR-A/17 May '95*

## Service Academy Admissions Statistics

*(As of 17 May '95)*

	<u>Army</u>	<u>Navy</u>	<u>Air Force</u>	<u>Coast Guard</u>
Class Target:	1190	1110	1341	240
Applicants:	12,427 (-4.4%)	10,415 (-8.1%)	8510 (-3.7%)	4873 (-6.7%)
Nominated:	4555	4754	4884	-
Qualified:	2058	1795	2132	1753
Offered:	1589	1401	1803	360
Accepted:	1095	1057	1325	183

*MAAR-A/17 May '95*



## GIFT FUND MANAGEMENT



- NON-APPROPRIATED FUNDS
- MA/CC GIFT FUND
  - Type of Accounts
  - Custodian
  - Procedures
- WEST POINT FUND OF THE AOG
  - Restricted Accounts
  - Unrestricted Accounts
  - Endowments
  - Procedures

DIRECTOR OF ACADEMY ADVANCEMENT



## GIFT FUND PROGRESS



- **Flight Memorial**
- **Strategic Planning Conference**
  - **Ambitious Targets --exceeded in 1992-1994**
  - **"Upsizing" of AOG Development Staff**
- **Herbert Alumni Center**
- **Recent Successes**
  - **Doubleday Renovation**
  - **Q101 Renovation**
- **Upcoming Projects**
  - **Activities Campaign**
  - **Blaik Building**

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## NEEDS FOR GIFTS



- **IN SUPPORT OF CADET ACTIVITIES**
  - Flat Line Appropriated Funds
  - NAF Revenues Tapped Out
  - Increased Expense of Activities
  - Role of Extracurriculars
  
- **IN SUPPORT OF “BRICK AND MORTAR”**
  - MCA Budget Low
  - Comes with Maintenance Endowment
  - More Flexible Control (3 Models)
  - Much Quicker Procurement

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## RESPONSIBILITIES



USMA	AOG	JOINT
<ul style="list-style-type: none"> <li>• Educate Staff &amp; Faculty</li> <li>• Develop Gift Needs</li> <li>• Prioritize Gift Needs</li> <li>• Communicate Needs</li> </ul>	<ul style="list-style-type: none"> <li>— Identify Prospect</li> <li>— Cultivate Prospect</li> <li>— Evaluate Prospect</li> <li>— Solicit Gift</li> </ul>	<ul style="list-style-type: none"> <li>&gt;&gt; GIFT PROFERRED</li> <li>&gt;&gt; STEWARDSHIP</li> <li>Accept Gift</li> <li>Transfer Gift</li> <li>Acknowledge Gift</li> <li>Report on Use of Gift</li> </ul>

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## SUMMARY



- Aggressive Development Program
- Goal to Achieve 20% of Budget
- AOG to Continue to Expand
- More Focus on Corporate and Non-USMA grads

DIRECTOR OF ACADEMY ADVANCEMENT

**SUMMARIZED MINUTES  
1995 BOARD OF VISITORS MEETING  
DECEMBER 7, 1995  
WASHINGTON, D.C.**

**1. CONVENING OF THE BOARD.** A meeting of the 1995 United States Military Academy Board of Visitors was convened by the Chairman, Lieutenant General (Retired) Benjamin O. Davis, Jr., at 9:15 a.m., December 7, 1995 in Room 412 of the Russell Senate Office Building, Washington, D.C.

**2. CHAIRMAN'S REMARKS:** General Davis welcomed the members to the meeting, expressed appreciation for their contributions during the year and for their cooperation in attending this rescheduled meeting. General Davis summarized the main purpose of the meeting and turned to the Agenda at Enclosure 1.

**3. ADMINISTRATIVE REMARKS.** The Chair called upon LTC Luther, the Executive Secretary for administrative remarks:

a. LTC Luther announced for the record the following members as present:

Lieutenant General Benjamin O. Davis, Jr., Chairman  
Mr. John H. Lindsey  
Mr. Richard J. Wall  
Mr. Jeffrey H. Smith  
Mr. James H. Bilbray  
Honorable Thad Cochran  
Honorable Harry M. Reid  
Honorable John M. McHugh  
Honorable Sue W. Kelly

b. Also present at the meeting were Mr. J.B. Hudson, Office of the Administrative Assistant to the Secretary of the Army; Lieutenant General Howard D. Graves, Superintendent; Brigadier General Fletcher M. Lamkin, Jr., Dean of the Academic Board; Brigadier General Robert J. St. Onge, Jr., Commandant of Cadets, Mr. Dennis Lambert, Chief of Staff to Representative Kelly; Mr. Mitchel B. Kugler Deputy Legislative Director to Senator Cochran, Colonel Randy Bookout, Office of Congressional Liaison, Lieutenant Colonel William F. Lemnitzer, U.S. Military Academy Desk Officer of the Deputy Chief of Staff for Personnel; Major Michael Lerario, Aide-de-Camp to the Superintendent; Lieutenant Colonel John J. Luther, Executive Secretary to the Board; Ms. Maryann Melville, Administrative Officer for the Board, and Mr. David Lemperle and Mr. Craig Gaines, Audio-Visual Support, Directorate of Information Management.

**4. REMARKS BY REPRESENTATIVE OF SECRETARY OF THE ARMY.** The Chair called upon Mr. J.B. Hudson, Office of the Administrative Assistant to the Secretary of the Army. Mr. Hudson relayed to the Board greetings from the

Secretary. and stated the Secretary's interest in the Academy and its progress remained at a high level. He reported that the Annual Report on Advisory Committees had been submitted and the Academy's Board of Visitors continued to be most productive and beneficial to the progress of the Academy. He passed along the Secretary's gratitude to the Board for their vital contributions to this progress.

5. The Chairman addressed the remaining items on the Board business agenda.

**6. APPROVAL OF MINUTES OF PREVIOUS MEETING.** The Board approved without change the Minutes of the March meeting.

**7. APPROVAL OF ACTIONS TAKEN IN RESPONSE TO THE 1994 RECOMMENDATIONS OF THE BOARD.** The Board next considered USMA Response to their Recommendations in the 1994 Annual Report. A copy of the Summary of Actions taken by USMA was provided the Board in the meeting read ahead packet. Following a short discussion period during which the Superintendent addressed specific questions by members, a motion was moved and seconded, and the report on actions taken in response to the 1994 Recommendations of the Board was accepted.

**8. PREPARATION OF REPORT FOR 1995.** The next item on the agenda was preparation of a report of activities for 1995. Under the Rules of the Board of Visitors, the report could not be considered an Annual Report because due to congressional schedule conflicts and budgetary constraints, a duly constituted Board of Visitors meeting with the required quorum had not been assembled at West Point. However, prior to the meeting, the Board members had received a draft of conclusions and recommendations prepared at the order of the Chairman. Discussion regarding the topics ensued. After due deliberation, and a question and answer period regarding the recommendations with the Academy leadership, the Board voted to accept the draft 1995 Report as the final version with two minor administrative edits. Edits were accomplished, a final version of the report was distributed to each member. The Board of Visitors approved and signed the Report for 1995.

**9. SUPERINTENDENT'S REMARKS AND ISSUES UPDATE.** The Chairman requested an update on academy issues from Lieutenant General Graves.

a. The Superintendent expressed his appreciation to the members for adjusting their schedules to permit their attendance at this meeting, and welcomed the new members of the Board. For the benefit of the new members, and because of the unique circumstances that prevented the usual meetings, he reviewed the organization and highlights of a typical year with the Board of Visitors. The plans called for an Organization Meeting in Washington in February or March; two subsequent visits to the Academy, one in May and one in the fall at which the Annual Report was written. He explained that a visit to cadet summer training was planned

when the training was at its best for as many members who could schedule a visit. He then detailed the itinerary for a typical Board meeting at West Point, with a formal meeting agenda, informal discussions, and interaction with cadets and staff and faculty and specific briefings and tours of areas of the Academy under discussion.

b. The Superintendent next gave a brief summary of the Academy leadership and oversight.

- The Superintendent is a university president as well as the commander of a post.
- The Commandant of Cadets is the legal commander of the Corps of Cadets. He is the Dean of Students and has responsibility for the tactical and physical education departments. In our programs, he is responsible for the military, physical and ethical programs.
- The Dean is the Dean of the Academic Board with responsibility for the entire academic program. The Dean also heads the Admission Committee that makes a report to the Academic Board for decision on admission.
- The Academy has collective leadership. It is integrated and coordinated. Any decision that affects the cadets also affects the curriculum. I make the final decisions, but not without input from the other two members of the academy leadership.
- There are five other major activity directors who manage key programs, the chief of staff (directs the USMA Staff), intercollegiate athletics (all intercollegiate athletics and coaches), admissions (all aspects of the admission process including coordination with congressional staffs), and the garrison commander (responsible for the installation activities).
- There are two standing boards and one standing committee. The Academic Board is comprised of the Superintendent, Commandant, Dean, Director of Admissions, and the professors of all academic departments including physical education and military instruction. It meets on academic and curricular issues, admission, graduation, separation of cadets, and the content of the curriculum. No one leaves West Point involuntarily without the decision of the Academic Board. There is also the Policy Board, the principal policy advisory committee for the Superintendent involving any issues of policy. The Board meets on issues that arise. The Standing committee is the Superintendent's Honor Review Committee. It reviews issues on the honor code and honor system and is made up of instructors, permanent professors,

tactical officers, members of the staff, coaches and cadets. With input from the Commandant, Dean, and the Chairman, I establish a review program for the year. This year they are reviewing the quality of the honor education program, and cadet commitment to the issue of nontolerance.

- Annual Program Reviews: The Academy has five major output goals against which programs are measured. The Policy Board is briefed on each review, we meet in open discussion and assess where the Academy stands. The Board of Visitors is always briefed on the outcome of the annual program reviews.
- Chain of Command: I report to the Chief of Staff and the Secretary of the Army. The medium for this is a quarterly meeting with the Secretary and members of the Army leadership staff, the USMA Forum. We brief on program reviews, new initiatives, and on areas the Secretary has expressed a previous interest. During these meetings, all the Army leadership is focused on the welfare of the Academy. It provides the Academy the opportunity to receive any guidance. At the conclusion, we know what the Army wants us to do. We can move confidently that the Army leadership and Army staff know where we are and where it wants us to be going. The initiative to place the Academy under Training and Doctrine Command (TRADOC) would take away the present communication with the Army leadership.
- There are also the Congressional Committees, Authorization and Appropriation Committees that are key to us.
- Our regular oversight body is the Board of Visitors. We welcome this oversight. The three meetings and the training visits are very important. You ask the hard questions, you are interested. You are supportive, but you want answers to the questions. We welcome that.
- The one other group not in the chain of command, but important to us is the Board of Trustees of the Association of Graduates. They meet three times a year. The Academy leadership meets with them for a portion of their meeting. We want to retain a reservoir of good will and confidence with alumni. They are also important to us for fund raising. We receive about 2 1/2 million a year in gifts for our operation. Also important in the area of fund raising are specific gifts to accomplish specific renovations. The program is just getting organized, but will play a large part as funding becomes more austere. It is important to understand that the chain of command is the chain of command. Though we want to be responsive to fund raisers, a donor does not become part of the chain of command.

c. Baseline Resourcing. The importance of baseline resourcing is the maintenance of stable funding. West Point is bottom line a university with unique requirements. The Academy has programs, plants, and faculty salaries that require funding stability. We are also a national historical monument with about 2 and 1/2 million visitors a year. If we are to be a projection of America and the Army's strength--our facilities must be well maintained and in good shape.

d. Facilities Revitalization. One of the big budget issues. The Academy is bringing its budget down by 15 percent over the decade. The Army is allowing us to rechannel the savings into facility revitalization. In 1991, we were 400 million behind in facilities revitalization. Program decision memorandums reducing budgets resulted in deferring maintenance to fund day to day operations. In 1991, we began an attempt to reduce this backlog by our Bicentennial. The goal is to have the physical plant in good shape and on a recurring maintenance program, probably a 5 year cycle, for most facilities by the year 2002. We are about half way complete. This is repair not construction. We believe we can reach our goal by 2002. The Superintendent then gave a brief summary of the status of major revitalization projects:

- Revitalization of four major cadet barrack areas.
- The creation of a new Provost Marshal Building.
- A new building consolidating all soldier/cadet processing.
- Renovation completed on two major academic area buildings, Thayer and Lincoln Hall.
- The water treatment facility at Camp Buckner, our summer training facility, now up to specification.
- In the athletic area, we have a new playing surface on Michie Stadium.
- Our communications network is now fiberoptics. Next year we can bring the cadet computers up on the world wide net.
- Headquarters Building repair should be completed by May.
- Another Cadet barracks renovation, Pershing, complete by December.
- Garrison Commanders building should be completed by August.
- 118 additional family housing units scheduled for Stony Lonesome.
- New Youth Activities building and the Golf course renovation near completion. These are non-appropriated fund activities. The source of funds comes from profits from business activities, such as the post exchange and other MWR activities.
- Alumni Building completed.
- Thayer Hotel Privatization Mrs. Lister, Assistant Secretary of the Army (Manpower and Reserve Affairs) has a group of independent lawyers reviewing the contract. The review is about 98 percent complete. Hudson River Partners has developed staging plans for the renovation and are ready to go as soon as they have a full contract.

**10. ENHANCED TEACHING AND PERFORMANCE AT USMA.** Brigadier General Lamkin, Dean of the Academic Board, reported to the Board on the status of the academic program, and the Centers for Teaching Excellence and Enhanced Performance, using the slides at Enclosure 2.

a. The purpose of the Academy is to provide the nation with leaders of character. Every program at West Point, to include the academic program, focuses on that purpose. He referred to the mission statement and that "to educate" is a big part of the mission. The attributes central to professional growth are shaped by the academic program, laying a foundation for growth throughout a career as an officer and a lifetime of service to the nation.

- The overarching goal of the academic program is to enable graduates to anticipate and respond effectively to the uncertainties of the changing technological, social, political and economic world. They must be able to communicate clearly and make wise decisions while abiding by the principles of professional ethics. These are the attributes we are trying to develop in our graduates, creativity, intellectual curiosity, understanding human behavior and instilling moral awareness.
- The Dean summarized the course of study with emphasis on the core curriculum. He detailed for the Board the basic requirements for graduation and went on to explain the majors program offered to the cadets.
- Academic excellence: West Point has a tradition of academic excellence, that is why we attract high quality students. We are considered a tier one school, which means that in terms of admission selectivity and student quality we are among the top five percent in the country.
- In terms of output, West Point provides about 25 percent of the army's basic branch lieutenants each year. In addition, part of our value to the army is the return to service of about 130 captains and majors who have masters degrees, who have just finished a five year program where they have been in an evaluated atmosphere developing leaders of character. They have a great deal to offer the army after leaving West Point.
- The Dean summarized composition of the faculty, 65% rotating military, 15% senior military, and 20% civilian faculty. We are happy with the 60-65% rotating military faculty. They are the preponderance of our faculty, the relatively junior officers who excel at company level command and academics. They provide a wonderful role model for the cadets. The senior members of the faculty have the governance of the program. They direct the rotating faculty and provide both the cadets

and the junior rotating faculty with the academic and military mentorship they need to be successful. The civilian faculty provides additional disciplinary expertise, academic mentorship and an appropriate civilian role model. Cadets need to know that you do not have to wear a uniform to share the values of West Point.

- The academic departments are highly involved in USMA Outreach. USMA provides important research support to the army with our highly qualified faculty and our cadet outreach programs. Research is being conducted right now in nine different centers of excellence affiliated with the departments. The centers act as focal points for research within the academic departments, and point of contact for Army research needs. It also gives the Academy control on the research effort, because education is still our number one priority. The research is beneficial to the teaching staff, gets the cadets involved, and brings external funds into the academy to support the facilities and equipment as well as the research. The academy is able to put a combined military academic expertise on a military problem which is a big advantage for the Army plus the savings resulting from using the research facilities here at West Point. It is also a way to keep our senior faculty in touch with what the Army is doing. The Army senior leadership sees senior members of the West Point faculty involved in projects that are important to the Army
- The Dean next discussed the management of change. The curriculum is very structured but within that structure there is room for adjustment to the needs of the army and the nation. We have a very systematic method by which we anticipate, evaluate, and respond to the changes that are taking place. We can then change the program course design and the teaching methods.

b. Two centers of excellence are contributing to the enhancement of teaching and learning at West Point. The Center for Teaching Excellence and the Center for Enhanced Performance were discussed. These centers are both under the Associate Dean for Academic Affairs to insure that faculty and student development initiatives are integrated.

- Center for Teaching Excellence. This center focuses on the faculty to ensure they give the cadets everything they deserve. It is more of a concept than a place. The center facilitates discussion among the faculty about teaching and learning at West Point. It gives us an academic foundation to the continued improvement of our teaching program. Seminars, workshops, and brown bag lunches are conducted academy-wide. Individual consultations are on a case-by-case as needed basis. It also conducts educational research and development

through the advanced technology classroom laboratory. We use it to test teaching techniques to determine how technology can be integrated into the educational process. The center is a conduit for information. It has a library, a newsletter, a booklet called "Teaching at USMA" and next year we will be holding a conference on teaching and learning for all the federal service academies.

- Center for Enhanced Performance. This center is targeted for all groups of students. It provides academic skills and performance psychology training to individual cadets, and our athletic teams. We also conduct research. The whole idea is to allow a cadet to develop to his or her full potential. About 50 percent of the plebe class signed up for this program. They want to take advantage of the benefits of learning how to study better, read better, and learning how to manage themselves mentally to get the most out of their performance program.
- These centers of excellence are making a difference in teaching and learning at the academy. They contribute to enhancing the excellence of our academic program by first enhancing the educational experience of the cadets and improving the proficiency of the faculty itself to make the most of the resources we have available. It creates an environment of excellence in any environment of growth.

**11. COMMANDANT'S ASSESSMENT.** Brigadier General St. Onge, the new Commandant, reported to the Board on his assessment of the state of the Corps using the slides at Enclosure 3.

a. Three programs make up the West Point experience, the military, academic, and physical programs. The moral-ethical development at the Military Academy pervades all of these programs and support the development of leaders of character. The Dean and I as well as the other subordinates the Superintendent briefed about earlier share some degree of responsibility for each of these efforts.

b. My initial assessment is the cadet classes are healthy both physically, intellectually, and spiritually. The Corps of Cadets as a unit is functioning properly. My initial assessment of both the military and physical programs is that they are solid. The moral ethical development pervades everything we do. The two bedrock values of the institution are honor and consideration of others and we train attendant to those values.

c. The military and the physical program are primarily my responsibility. The Departments of Military Instruction and Physical Education report to me, but are responsible to the Dean to meet the needs of the Academic Board and the standards for teaching and curriculum excellence as already briefed. The two departments heads are members of the academic board.

d. West Point is unique in that the cadets live in an environment that represents practical experience on a daily basis, not just classroom instruction. They learn about leadership, about human behavior through doing not just studying. We have a program called the Cadet Leader Development System. It is the overarching academy system that describes how those three pillars plus the pervading moral development come together to focus on cadet development. It is a sequential, progressive, integrated, academic, military, and physical program.

- The cadets live in a military environment. They progress from being new cadets through a system of positions within the Corps and chain of command that are tied directly back to leader development. As a member of the fourth class, the cadet serves as a team member. He learns the basic fundamentals of being a cadet, soldier and team member. As a third class cadet, the cadet serves as a cadet mentor or team leader. In their second class year, they serve as noncommissioned officer equivalents, squad leaders, first sergeants, and sergeants major. Then as the first class, they are leaders of the Corps. They fill all of the officer positions. It is the year they transition to become second lieutenants.
- Military training is primarily conducted in the summertime. It consists of cadet basic training at best barracks, cadet field training at Camp Buckner in the second summer. This is followed by advanced training where cadets go out into the army and serve in leadership positions within an army unit or training base. The cadets also have opportunity to go to military schools like airborne or air assault.
- The cadet professional development training is not graded and designed to be taught throughout the year. The courses include consideration of others, exposure to diversity issues, sexual harassment, duty, cadet conduct, leader training.
- Military science is part of the military program. It is a graded academic course that is taught in a two-week intersession period between the two academic semesters. It is an intense period in January. The program is progressive, i.e., the fourth class takes the basics, the first class is in intense preparation for commissioning.
- In summary, the military program is focused on leader development. It is oriented on the cadet and the environment in which they will serve as young officers. I am convinced it is relative to the needs of the army.

e. The Commandant next reported on the physical program. It is not a program finished off in one year. The classroom instruction is complemented by a

requirement for each cadet to be an athlete and to participate in athletics at the level they can compete.

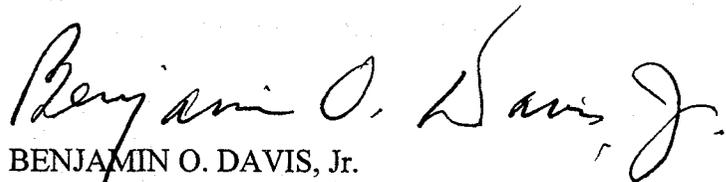
f. Morale ethical development pervades all of the programs at the military academy. Individually and collectively all of us tune into this particular asset of cadet development. I find the honor system to be healthy.

g. My vision for the Corps is to continue to improve on already sound programs; enhance cadet duty concept, inspire cadets toward service in the Army and develop leaders of character.

**12. SELECTION OF 1996 ORGANIZATION MEETING DATE.** The Board next discussed the dates for the organization meeting in 1996. Thursday, February 29, 1996 was selected as the primary date, with Tuesday, March 5, 1996 at the back up date. The meeting will be held in Washington, D.C.

**13. CLOSING REMARKS.** The Chairman thanked everyone for a very productive meeting. The Board members commended the Superintendent for his leadership. The Superintendent relayed to the Board the Academy's appreciation for their interest in and care of the institution. The Board serves an important function, one that has been going on since the early Nineteenth Century and has been very key to the Academy over time.

**14. ADJOURNMENT.** After discussion of minor items, the Chairman requested a moved for adjournment. The motion was made, seconded and approved. The meeting adjourned at 11:50 a.m.



BENJAMIN O. DAVIS, Jr.  
Lieutenant General, U.S. Air Force, Retired  
Chairman, United States Military  
Academy Board of Visitors



JOHN J. LUTHER  
Lieutenant Colonel, U.S. Army  
Executive Secretary  
United States Military Academy  
Board of Visitors

## AGENDA

UNITED STATES MILITARY ACADEMY  
BOARD OF VISITORS MEETING  
ROOM 412, RUSSELL SENATE OFFICE BUILDING  
WASHINGTON, D.C.

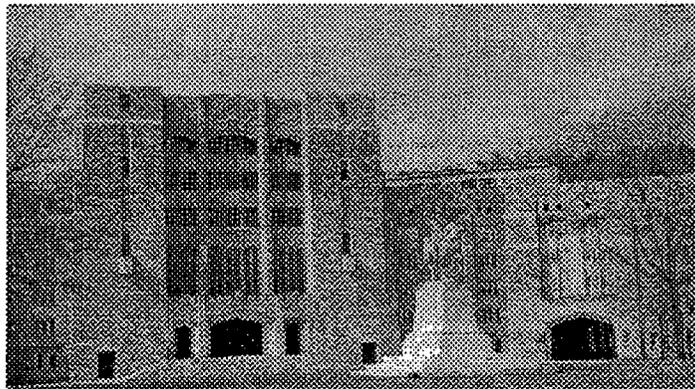
### THURSDAY, 7 DECEMBER 1995

Call to Order	LTG(R) Davis
Administrative Remarks	LTC Luther
Opening Remarks and Introduction of Agenda	LTG(R) Davis
Remarks by Office of Administrative Assistant to Secretary of the Army	Mr. J.B. Hudson
Approval of Organization Meeting Minutes	Board Members
Review of USMA Response to 1994 Report Recommendations	Board Members
First Edit, Draft of Annual Report	Board Members
Remarks and Update by Superintendent	LTG Graves
Final Approval and Signature, Report	Board Members
Enhancing Teaching and Performance at USMA	BG Lamkin
Commandant's Assessment of USCC	BG St. Onge
Discussion/Planning for 1996 Organizational Meeting	Board Members
Closing Remarks	Chair/LTG Graves
Adjournment	

Enclosure 1 to Appendix IV

USMA BOARD OF VISITORS

## Board of Visitors

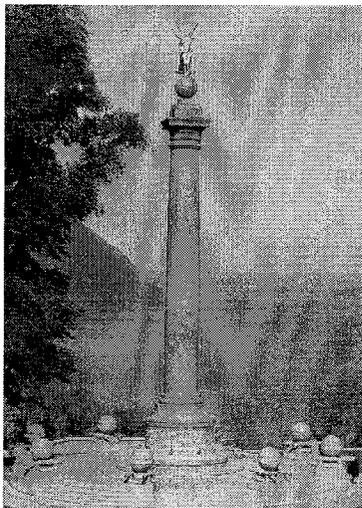


### *OFFICE OF THE DEAN*

7 DEC 1995

USMA BOARD OF VISITORS

## Purpose



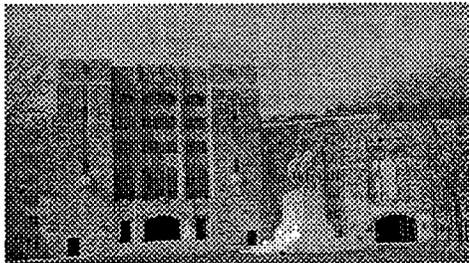
- To provide the Nation with leaders of character who serve the common defense.

7 DEC 1995

USMA BOARD OF VISITORS

## Mission

*To educate and train the Corps of Cadets so that each graduate shall have the attributes essential to professional growth throughout a career as an officer of the Regular Army, and to inspire each to a lifetime of service to the Nation.*

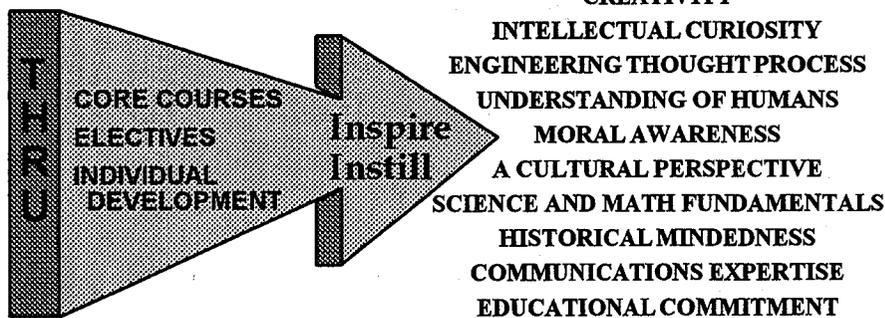


7 DEC 1995

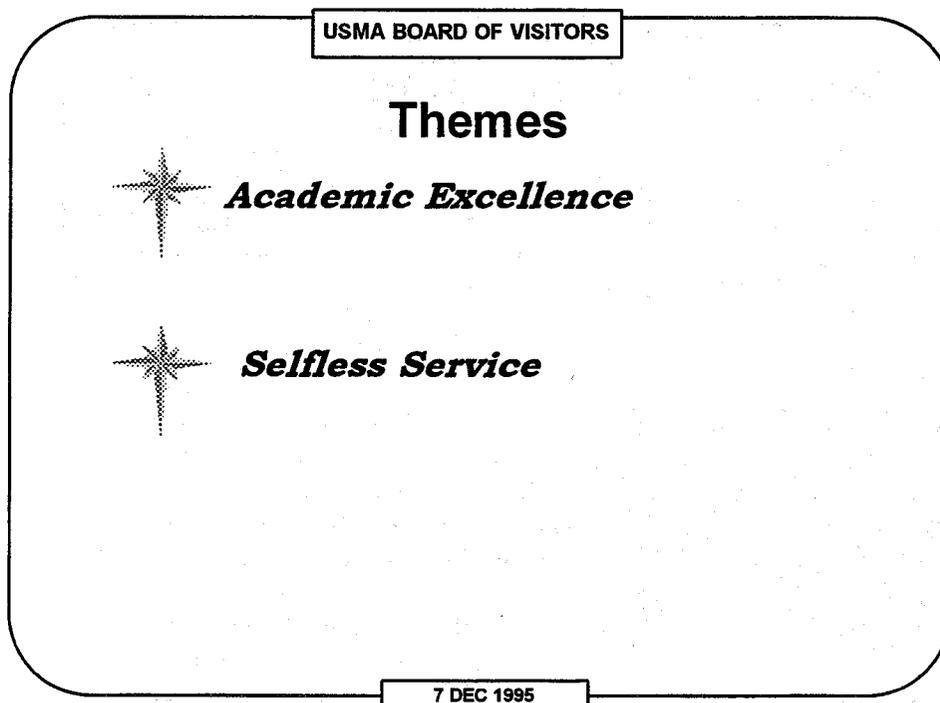
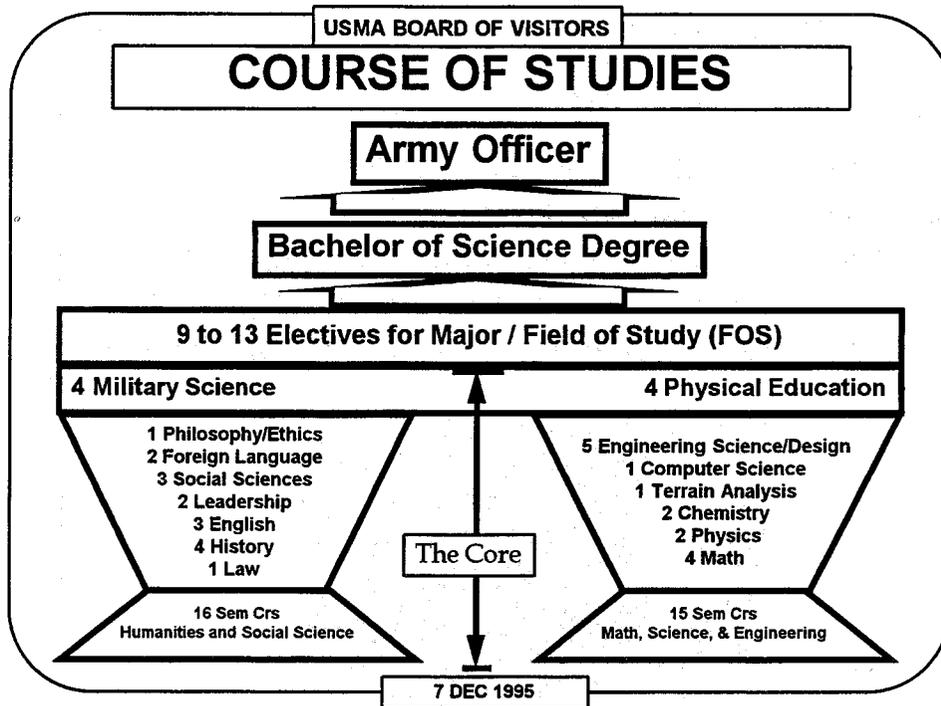
USMA BOARD OF VISITORS

## Goal of the Academic Program

*To enable graduates to anticipate and respond effectively to the uncertainties of a changing technological, social, political, and economic world*



7 DEC 1995



USMA BOARD OF VISITORS

## Academic Excellence

- \* Students
- \* Faculty
- \* Program
- \* Facilities

7 DEC 1995

USMA BOARD OF VISITORS

## Class of 1999 Academic Qualifications

TOP FIFTH OF GRADUATING CLASS	79%
VALEDICTORIAN OR SALUTATORIAN	12%
NATIONAL HONOR SOCIETY	65%
NATIONAL MERIT SCHOLARSHIP RECOGNITION	19%

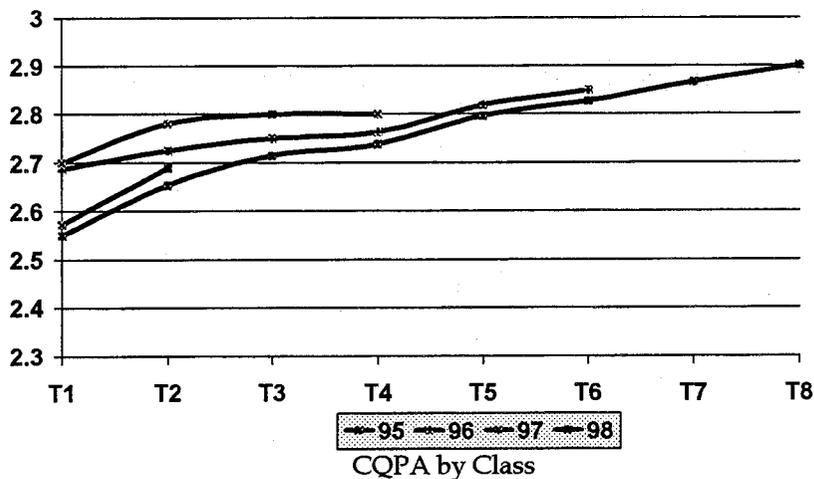
### STANDARD TEST MEANS:

<u>SAT</u>	
VERBAL	556
MATHEMATICS	652
<u>ACT</u>	
ENGLISH	27
MATHEMATICS	28

7 DEC 1995

USMA BOARD OF VISITORS

### CQPA (APS) by Class



7 DEC 1995

USMA BOARD OF VISITORS

### Scholarship

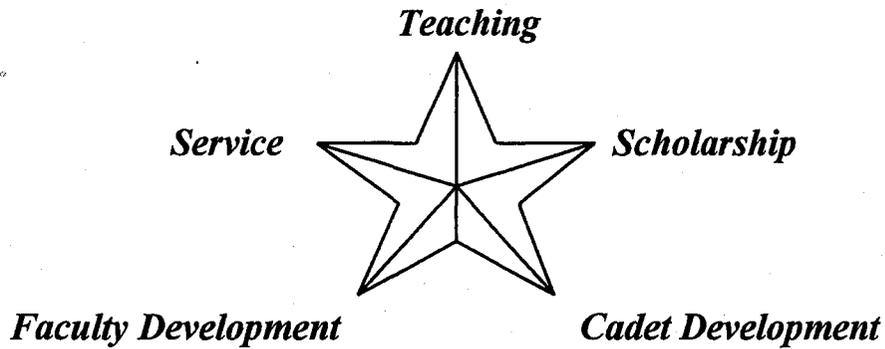
<b>RHODES</b> <small>(Since 1923)</small>		<b>MARSHALL</b> <small>(Since 1983)</small>		<b>HERTZ</b> <small>(Since 1969)</small>	
Harvard	247	Harvard	57	MIT	91
Yale	172	Princeton	35	Stanford	60
Princeton	154	Yale	26	USMA	35
USMA	64	Stanford	22	Princeton	34
Stanford	60	Brown	16	USAFA	26
USAFA	31	USMA	14	Harvard	26
USNA	30	USNA	5	Yale	9
		USAFA	3	USNA	7

AS OF 30 JUN 95

7 DEC 1995

USMA BOARD OF VISITORS

## Faculty: A Blend of Excellence



Rotating Military  
65%

Senior Military  
15%

Civilian Faculty  
20%

7 DEC 1995

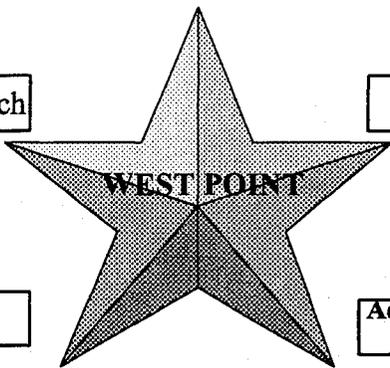
USMA BOARD OF VISITORS

## USMA Outreach

Centers of Excellence

Department Research

Unit Support



Workshops

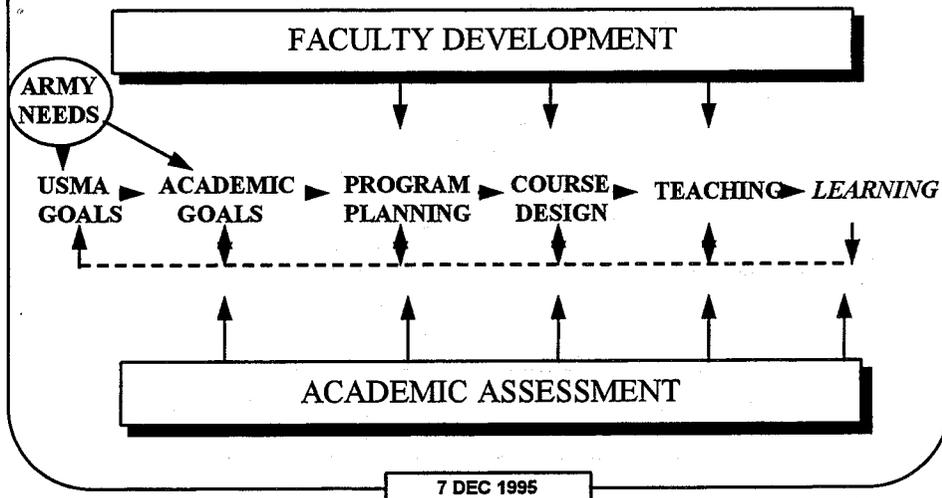
Advanced Individual  
Development

*Faculty and Cadets*

7 DEC 1995

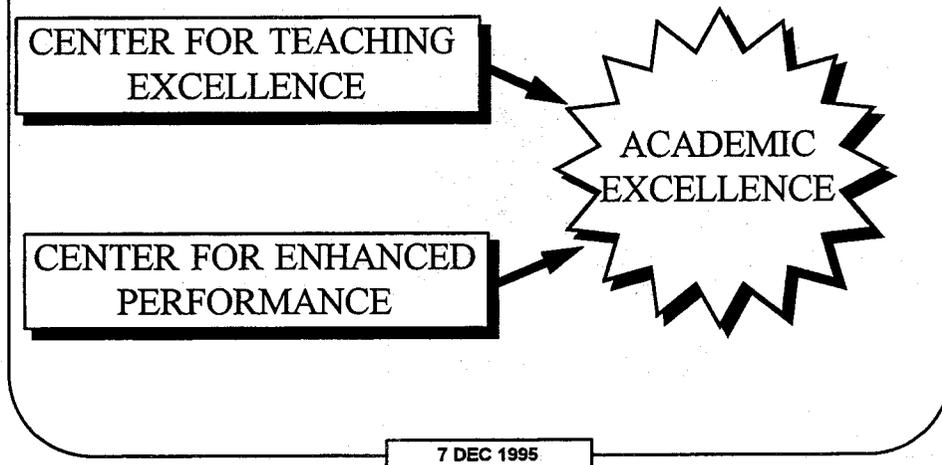
USMA BOARD OF VISITORS

# Managing Change



USMA BOARD OF VISITORS

# ENHANCING TEACHING & LEARNING AT THE USMA



## OVERVIEW

- **Purpose and Missions**
- **Programs and Services**
- **Accomplishments**

7 DEC 1995

## CENTER FOR TEACHING EXCELLENCE

- **PURPOSE:** Promote academic excellence and enhance cadet intellectual growth through faculty development.
- **MISSIONS:**
  - Provide consultation and resources to departments and individual faculty.
  - Conduct educational research and development.
  - Serve as a conduit for educational information.

7 DEC 1995

USMA BOARD OF VISITORS

## CENTER FOR TEACHING EXCELLENCE PROGRAMS and SERVICES

Brown Bag  
Sessions

Educational  
R & D

Newsletter

Seminars &  
Workshops

CTE

Reference  
Library

Consultations

ATCL-54  
(Adv Tech Classroom/Lab)

7 DEC 1995

USMA BOARD OF VISITORS

## CENTER FOR TEACHING EXCELLENCE ACCOMPLISHMENTS

- **Increase CTE Involvement With Departments**
  - Presentations at new instructor training (9 depts)
  - Formation of CTE Advisory Committee
  - Sponsored speakers and Presented at OPDs
- **Increase Communication With Individual Faculty**
  - Published "Teaching at the USMA"
  - Published Newsletter
- **Continue Brown Bag Series**
  - 8 topics offered Fall Term (average attendance=50)
- **Foster Development of Technology for Instruction**
  - Sponsored multi-media presentation
  - Offered OPD
  - Initiated flexible scheduling for ATCL-54

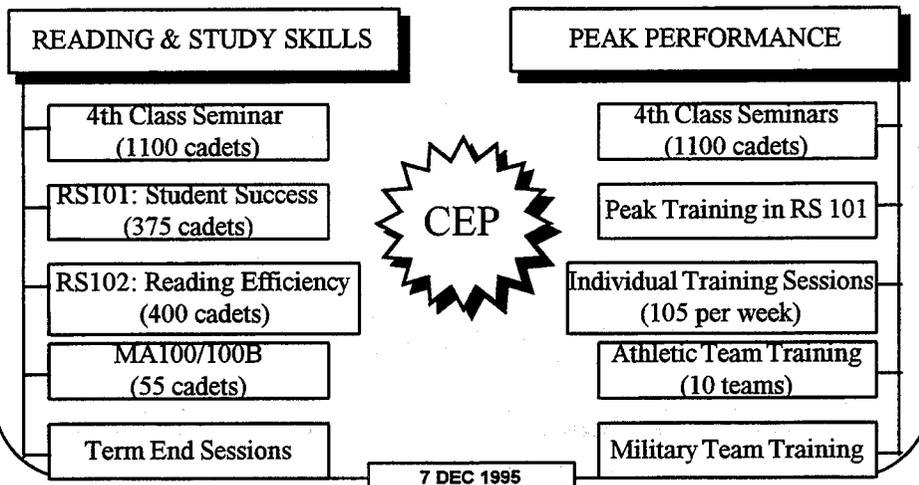
7 DEC 1995

## CENTER FOR ENHANCED PERFORMANCE

- **PURPOSE:** Develop cadets' full potential for growth in each of the Academy's programs through performance enhancement training.
- **MISSIONS:**
  - Provide academic skills and performance psychology training to individual cadets.
  - Provide performance enhancement training to military and athletic teams.
  - Conduct research in the area of performance enhancement.

7 DEC 1995

## CENTER FOR ENHANCED PERFORMANCE PROGRAMS and SERVICES



7 DEC 1995

USMA BOARD OF VISITORS

## CENTER FOR ENHANCED PERFORMANCE ACCOMPLISHMENTS

- **Reading and Study Skills**

- Learning & Study Strategies Inventory (LASSI)--Pre-Post Testing
  - » Increases in all 10 strategies.
  - » Increases move cadets above minimum percentile score associated with success in college-level academic work.
- Nelson-Denny Reading Test--Pre-Post Testing
  - » Double reading rate to 614 words/minute.
  - » No loss in comprehension (90%).

- **Peak Performance Program**

- 100% increase in individual participation over last year.
- Developing quantitative indicators of goal achievement.

7 DEC 1995

USMA BOARD OF VISITORS

## FOSTERING ACADEMIC EXCELLENCE

QUALITY TEACHING



CENTER FOR TEACHING EXCELLENCE

ENHANCED LEARNING



CENTER FOR ENHANCED PERFORMANCE

7 DEC 1995

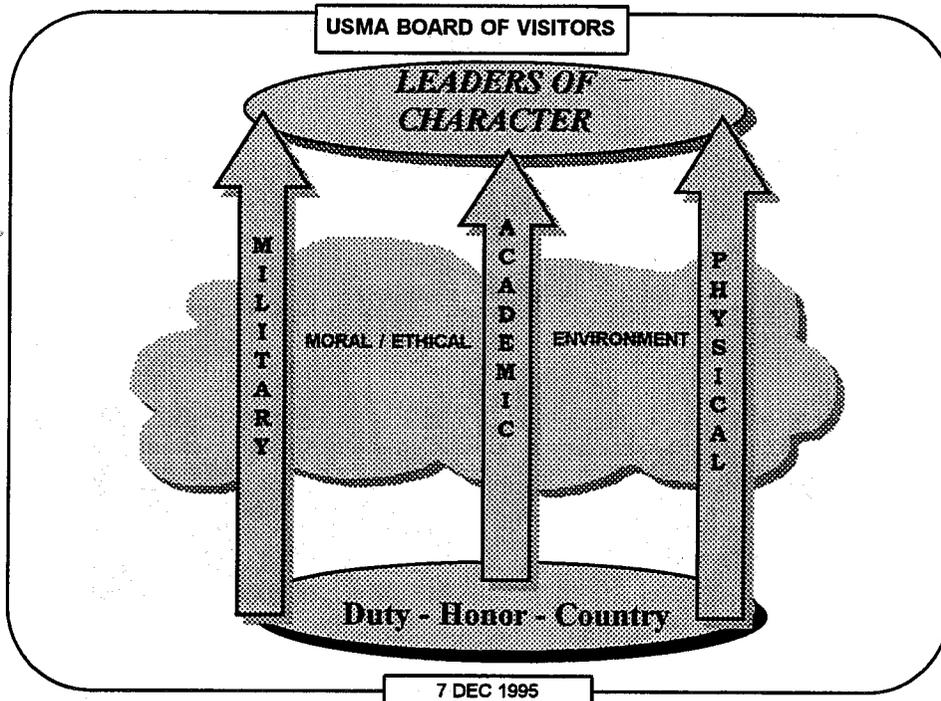
USMA BOARD OF VISITORS

# USMA: Graduating Two Classes per Year

**LEADERS of CHARACTER for SERVICE to the NATION**



7 DEC 1995



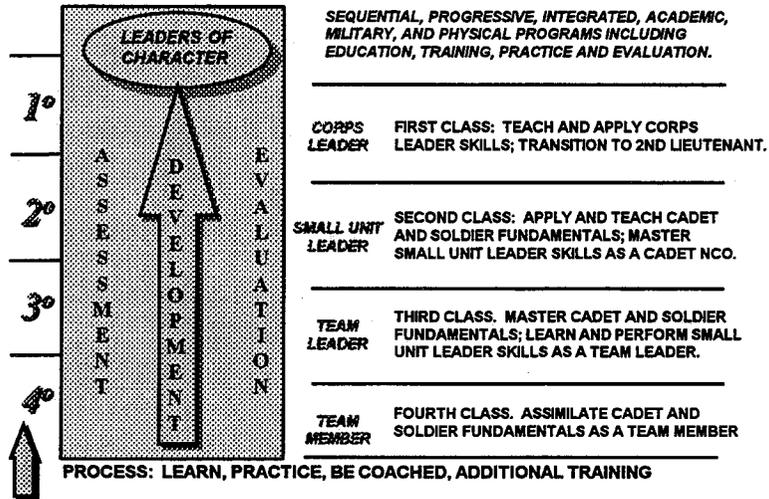
USMA BOARD OF VISITORS

## ASSESSMENT OF USCC

- Corps of Cadets healthy and functioning
- 
- Military and Physical Programs are solid
- 
- Moral-Ethical Development is clear focus
- 
- Changes needed only on margin
- 

7 DEC 1995

## CADET LEADER DEVELOPMENT



7 DEC 1995

## MILITARY PROGRAM

### Military Training

- Cadet Basic Training (CBT)
- Cadet Field Training (CFT)
- Cadet Advance Training (CAT)
  - 2nd Class Detail at West Point or Field Army (DCLT)
  - 1st Class Detail at West Point or Field Army (CTLT)
  - Military Individual Advanced Development (MIAD)

### Cadet Professional Development

- Consideration of Others (Human Resource)
- Leader Training
- Honor
- Conduct
- Duty Concept

### Military Science

- Military Heritage/Professionalism
- Tactics/Military Knowledge & Skills
- Military Ethics

### Military Development

### Military Environment

- Chain of Command Duty Position
- Drill and Ceremonies
- Military Lifestyle/Discipline
- Extracurricular Activities
- Cadet Leader Distribution

7 DEC 1995

USMA BOARD OF VISITORS

## MILITARY PROGRAM (ASSESSMENT)

- Properly stresses leader development, with strong emphasis on character development
- Focuses cadets on their future roles in the Army
- Relevant to the needs of the Army

7 DEC 1995

USMA BOARD OF VISITORS

## Physical Program

- Core coursework curriculum
  - 4th Class:
    - » Boxing (M), Self-Defense I (W)
    - » Gymnastics
    - » Swimming
    - » Personal Fitness
    - » Testing: Cadet Physical Fitness Test (CPFT)
  - 3rd Class:
    - » Combatives: Grappling (M), Self-Defense II (W)
    - » Close Quarters Combat
    - » Unit Fitness
    - » Testing: CPFT & Indoor Obstacle Course Test (IOCT)
  - 2nd Class:
    - » Lifetime Sport
    - » Testing: CPFT & IOCT (selected cadets)
  - 1st Class:
    - » Lifetime Sport
    - » Testing: CPFT & IOCT
- Periodic physical fitness testing
- Competitive Sports
  - Intercollegiate
  - Competitive Clubs
  - Intramurals
- Team-Contact-Collision experience
- Weight Management Program
- Physical Individual Advanced Development (PIAD)
- Physical Training
  - Cadet Basic Training
  - Cadet Field Training

7 DEC 1995

USMA BOARD OF VISITORS

## **PHYSICAL PROGRAM (ASSESSMENT)**

- **Prepares cadets to be physical leaders**
- **Develops "Whole Person"**
- **Produces Master Fitness Trainers**
- **Complements other programs**

7 DEC 1995

USMA BOARD OF VISITORS

## **MORAL- ETHICAL DEVELOPMENT (ASSESSMENT)**

- **Forms basis for developing Leaders of Character**
- **Underpins Military, Physical, and Academic Programs**
- **Requires constant vigilance**
- **Has matured and improved with time**

7 DEC 1995

USMA BOARD OF VISITORS

**The *Vision* for USCC  
is**

- **Continue to improve sound programs**
- **Enhance cadet duty concept**
- **Inspire cadets towards service in the Army**
- **Develop Leaders of Character for Force XXI Army**

7 DEC 1995



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

March 27, 1995

**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 1994 United States Military Academy Board of Visitors.

LIEUTENANT GENERAL BENJAMIN O. DAVIS, JR., Chairman  
MR. JOHN H. LINDSEY, Vice-Chairman  
SENATOR HARRY M. REID, Member  
SENATOR THAD COCHRAN, Member  
REPRESENTATIVE GREG LAUGHLIN, Member  
REPRESENTATIVE SUE W. KELLY, Member  
MR. JEFFREY H. SMITH, 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 "John J. Luther".

JOHN J. LUTHER  
Lieutenant Colonel, U.S. Army  
Executive Secretary

APPENDIX V



## MATERIALS FURNISHED TO THE 1995 BOARD OF VISITORS

Report of the 1994 Board of Visitors

### ORGANIZATION MEETING

**Read Ahead Material:** NONE

**Hand Out Material:**

Information Paper: Investment in a Commissioned Officer--USMA and ROTC,  
3 March 1995

### MAY VISIT

**Read Ahead Material:**

Information Paper: Periodic Review Report for the Middle States Association  
of Colleges and Schools and Colleges  
Information Paper: Annual Program Review of Military and Physical Programs  
Information Paper: West Point Child Care Center/West Point School  
Information Paper: Class of 1999 Admission Status  
Information Paper: Alternate Funding

**Hand Out Material:**

Executive Summary: USMA Periodic Report to Middle States Accreditation  
Board and West Point's Periodic Review Report  
Presentation Annual Program Review of Military and Physical  
Programs, AY 94-95  
Presentation: West Point Child Development Center and  
West Point School  
Report on Admission Status for Class of 1999.  
Report on Gift Fund Management and Alternate Funding.  
Summary of Secretary of Defense's Lecture, 17 May 1995

### DECEMBER MEETING

**Read Ahead Material**

Information Paper: Center for Teaching Excellence (CTE)  
Information Paper: Center for Enhanced Performance (CEP)  
Information Paper: Commandant's Overall Assessment of USCC

**Hand Out Material**

United States Military Academy 1995-1996 Catalog

Appendix VI

## AN EXTRACT OF THE UNITED STATES CODE

### 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 view 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.

Appendix VII