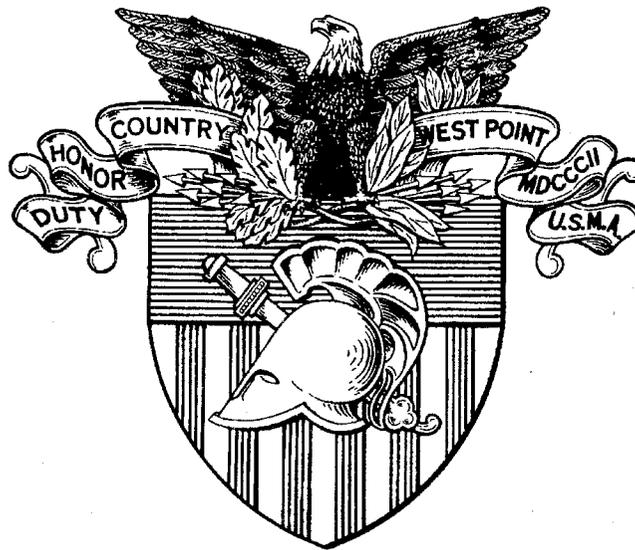


1998

ANNUAL REPORT

UNITED STATES MILITARY ACADEMY

BOARD OF VISITORS



DECEMBER 31, 1998

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

**REPORT OF THE 1998 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,
December 31, 1998**

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

Jack Reed, Rhode Island
Daniel R. Coats, Indiana
Kay Bailey Hutchison, Texas
Frank R. Lautenberg, New Jersey

Representatives

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

Presidential Appointees

Honorable James H. Bilbray, Alcalde & Fay, 2111 Wilson Boulevard, Arlington, Virginia 22201 (Appointed in 1995 to serve through 1997)

Lieutenant General (Retired) Marc A. Cisneros, 12718 Cranes Mill, San Antonio, Texas 78230-1956 (Appointed 1997 to serve through 1999)

Mr. Carroll W. Conn, 195 North 11th Street, Beaumont, Texas 77704 (Appointed in 1996 to serve through 1998)

Mr. Robert Lyford, Arkansas Electric Cooperative Corporation, Box 194208, Little Rock, Arkansas 72219 (Appointed in 1995 to serve through 1997)

Dr. Mady Wechsler Segal, Department of Sociology, University of Maryland, College Park, Maryland 20742 (Appointed in 1996 to serve through 1998)

Mr. Jeffrey H. Smith, Arnold & Porter, 555 12th Street, N. W., Washington, D. C. 20505 (Appointed in 1994 to serve through 1996)

3. **EXECUTIVE SECRETARY.** Lieutenant Colonel Joseph A. Dubyel, Secretary of the General Staff, USMA served as the Executive Secretary to the Board from January 1 through December 31, 1998.

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 1998.** The 1998 Board of Visitors held three meetings during the year. The organization meeting was held in Washington, D. C. on February 10, 1998. A second meeting was held at West Point on May 2, 1998. On July 26-28, 1998, members of the Board made individual visits to cadet summer training. The Annual meeting was held at West Point on November 13, 1998.

b. **February 10, 1998, Washington, D. C.** The organization meeting of the 1998 Board of Visitors was held in Room 418, Russell Senate Office Building, and was attended by one member from the House of Representatives and six Presidential Appointees. A quorum was achieved. Senator Thad Cochran was elected Chair and Mr. Carroll W. Conn was elected Vice-Chair. The Executive Committee was named. Representative Sue W. Kelly, Representative John M. McHugh, Dr. Mady Segal, and Mr. Jeff Smith were appointed as members in addition to the Chair and Vice-Chair. 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. **May 2, 1998, West Point, NY.** This meeting at West Point was attended by one member from the Senate, one member from the House of Representatives, and five Presidential Appointees. A quorum was achieved. Senator Kay Bailey Hutchison was elected Chair to replace Senator Cochran who is no longer a member of the Board. The Superintendent updated the Board on events and issues ongoing at the Academy since the last Board meeting in February. Members also received an update briefing on the Class of 2002 admissions status, and reviews of the Academic, Military, and Physical programs. The Board met in round table discussions with a cross section of Cadets, and separately, in round table discussions with Tactical Officers and Non-Commissioned Officers. In addition, members of the Board attended classes with Cadets. Summarized minutes for this meeting are at Appendix III. This meeting was open to the public.

d. July 26-28, 1998, Ft. Knox, KY. Three members of the Board elected to visit cadet summer training. They observed Mounted Maneuver Training.

e. November 13, 1998, West Point, NY. The annual meeting of the 1998 Board of visitors was held in accordance with the provisions of Sections 4355(d) of Title 10, United States Code, at West Point. Two members of the Senate, and five Presidential appointees attended this meeting. A quorum was achieved. The Board's Annual Report to the president was prepared. The Superintendent provided the Board an update on events and issues ongoing at the Academy since the May 2, 1998 meeting. The Board received briefings on the Intercollegiate Athletic Program, the United States Military Academy Preparatory School (USMAPS) and Admissions Program including the admissions status of the Class of 2003. Summarized minutes for this meeting are at Appendix IV.

7. CONCLUSIONS AND RECOMMENDATIONS.

a. General Conclusions.

The United States Military Academy, in its 196th year, continues to provide the Army with leaders of character who are inspired to a career in the armed forces. The Board of Visitors strongly affirms that the Academy is of exceptional value to the nation as measured by the quality of young men and women it develops. The Board of Visitors considers the Academy the premier leader development institution in the world.

The Board of Visitors commends to your attention three members, Senator Thad Cochran, Senator Herbert Kohl, and Senator Carl Levin whose appointments expired this year and who are no longer members of the Board. The Board extends its appreciation for their dedicated and outstanding service.

The Board also commends to your attention two members, Mr. Carroll Conn and Dr. Mady Wechsler Segal, whose appointments expired this year; two members, Mr. James Bilbray and Mr. Robert Lyford, whose appointments expired in 1997; and one member, Mr. Jeffrey Smith, whose appointment expired in 1996. All will continue to serve on the Board until a replacement is appointed. The Board extends its appreciation for their dedication and continued outstanding service.

The Board accepts without reservation the responses of the Department of the Army and the Academy to the recommendations in the 1997 Report.

b. Specific Conclusions and Recommendations:

(1) **Conclusion:** **Impact Aid to Highland Falls.** The Board notes the continued need for the federal government to provide aid to the local community to offset the limits to expansion of the tax base as a result of the amount and proximity federal property. The Board is pleased with the current legislation that provides Impact Aid to support the local Highland Falls/Fort Montgomery School District. The Board is concerned that the Office of Management and Budget FY99 budget proposal included a provision, which would have eliminated Impact Aid to the Highland Falls/Fort Montgomery School district for FY99.

Recommendation: The Board supports the continued efforts by the Academy and the Department of the Army to secure a permanent solution to the Impact Aid challenge facing the Highland Falls/Fort Montgomery School District.

(2) **Conclusion:** **Cadet Summer Training.** The Board notes the continued high quality of the Cadet Summer Training experience. The members who visited Mounted Maneuver Training at Fort Knox, KY 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 undergoing training.

Recommendation: The Board supports the recent revisions to the summer training program and strongly recommends that the Academy continue its strong commitment to providing this high quality training to cadets. The Board requests an opportunity to continue to observe cadet training during the summer.

(3) **Conclusion:** **Leaders for the 21st Century.** The Board recognizes the importance for West Point, the Army and for our nation of training and educating leaders for the next century. The Board fully supports and applauds the efforts of the Academy to adapt leadership training, education, military and physical training into an integrated program to develop leaders for the 21st Century.

Recommendation: The Board endorses the Academy's strong commitment to a balanced and integrated approach to leader development and education and recommends that the Academy continue its efforts to strengthen its programs in this manner.

(4) **Conclusion:** **USMA Budget.** The Board continues to monitor the resourcing policies for the Academy and commends the Department of the Army for establishing a "Minimum Sustainment Level" of funding for the Academy. The Board notes that a level of funding must continue in order to maintain revitalization efforts as well as the current state of excellence in the Academic, Military and Physical Development Programs.

Recommendation: The Board continues its strong support of steady resourcing of the USMA and requests to be updated on the status of funding for the Academy for both the current and future years.

(5) **Conclusion:** **Arvin Cadet Physical Development Center.** The Board continues its strong support for the revitalization of the Arvin Cadet Physical Development Center. The Board notes the approval of funding for FY99 and of incremental funding for the project as a whole. The Board will closely monitor the status of future funding increments.

Recommendation: The Board requests continuous updates on the status of funding for the revitalization of the Arvin Cadet Physical Development Center.

(6) **Conclusion:** **Faculty Structure and Morale.** The Board continues to have concerns about optimum faculty structure and faculty morale.

Recommendation: The Board requests an update on faculty structure and morale including a report on the results of the command climate survey assessing military and civilian morale.

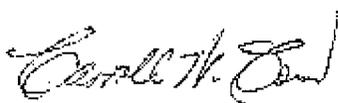
(7) **Conclusion:** **International Cadets.** The Board strongly supports the presence of international cadets at the Academy as an important component of the Academy's programs. The Board is concerned about the impact that the reduction in the number of full cost waivers authorized to be made by the Secretary of Defense for international cadets will have upon the international cadet population.

Recommendation: The Board requests continuous updates on the impact of the reduction in the Secretary of Defense full cost waiver authority has had upon the size of the international cadet population at the Academy.

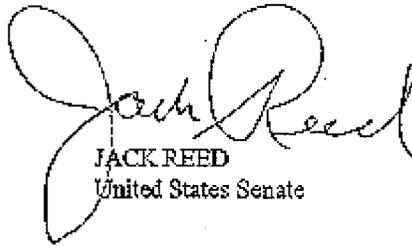
1998 UNITED STATES MILITARY ACADEMY
BOARD OF VISITORS



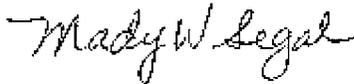
KAY BAILEY HUTCHISON
United States Senate
Chair, 1998 Board of Visitors



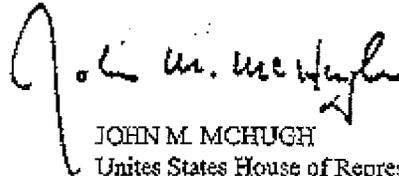
CARROLL W. CONEN
Beaumont, Texas



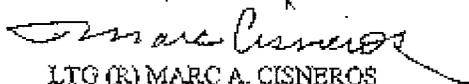
JACK REED
United States Senate



MADY W. SEGAL
College Park, Maryland



JOHN M. MCHUGH
United States House of Representatives



LTG (R) MARC A. CISNEROS
San Antonio, Texas



ROBERT LYFORD
Little Rock, Arkansas

**SUMMARY OF ACTIONS TAKEN IN RESPONSE TO THE 1997
RECOMMENDATIONS OF THE BOARD
As of: 13 November 1998**

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

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

RECOMMENDATIONS AND ACADEMY RESPONSES: The following actions were taken in response to the 1997 recommendations of the Board:

I. TOPIC: ARVIN CADET PHYSICAL DEVELOPMENT CENTER.

RECOMMENDATION: The Board strongly recommends continued Department of the Army, OSD and legislative branch support to ensure funds remain available to complete the Arvin Cadet Physical Development Center revitalization in its entirety. Towards its end, this project should be included as a matter of priority in Presidential budget submissions.

USMA RESPONSE: The United States Military Academy (USMA) and the New York District, Corps of Engineers (NYDCOE) continue to work all avenues to comply with this recommendation. Congress fully authorized the Arvin Cadet Physical Development Center in FY99 at a cost of \$85 million and authorized the appropriation of \$12 million (FY99) for Phase I. Design for the Arvin Cadet Physical Development Center began in February 1998. Phase I design is projected to be complete in January 1999. Phase I will provide temporary facilities for continued physical education instruction, utility linkages to maintain operations in remaining sections of the facility, and demolish a major portion of the current structure. Construction work required for temporary facilities is scheduled to begin as early as December 1998 and demolition/utility linkage work will begin in May 1999. It is estimated that Phase I will be complete in July 2000. Design for Phases II and III is scheduled to be complete in early 2000 to allow a seamless transition from Phase I (demolition) to Phase II (construction). This will avoid having a partially exposed facility and a large, open excavation site for an extended period of time. USMA is exploring the possibility of requesting advanced appropriation in FY 2000 for the \$73 million required for Phases II and III. An advanced appropriation will allow USMA to construct Phase II and III by the most cost affective method.

2. TOPIC: IMPACT AID TO HIGHLAND FALLS.

RECOMMENDATION: The Board continues to strongly support Department of the Army and Academy efforts to obtain a permanent long-term commitment to provide Impact Aid to the Highland Falls/Fort Montgomery school district.

APPENDIX I

USMA RESPONSE: The United States Military Academy continues to work with the local school officials, and the Assistant Secretary of the Army for Manpower and Reserve Affairs on seeking a more permanent solution to the Impact Aid Challenge. The FY99 appropriation on Impact Aid indicates the local school district should receive approximately \$1.13M for the 98-99 school year. This funding level will match the 97-98 level. Sustainment of this level of appropriation in the out years will ensure the local school district is able to meet its educational needs and provide for a more robust capital improvement program.

3. TOPIC: ASSIGNMENT TO USMA AND OPMS XXI.

RECOMMENDATION: The Board requests to be updated on the progress of implementation of OPMS XXI, and to be provided an analysis of how future assignments to USMA will be affected by the new system.

USMA RESPONSE: An assignment to the Military Academy has often been perceived as difficult to include in a traditional career timeline. Many officers believe that a five-year tour away from their basic branch will place them at a disadvantage for selection for promotion and schooling. The Military Academy annually hosts personnel assignment officers as a means to educate them on the need for quality officers to serve on the staff and faculty as well as to educate them on the advantages of an assignment to USMA for both the individual officer and the Army as a whole. These key assignment officers receive informative and detailed briefings from the Superintendent, the Commandant, the Dean and selected senior staff and faculty addressing the missions and rules of the Academy and its staff and faculty. Briefings include information highlighting that officers assigned to the Military Academy have been and continue to be selected for promotion to Major and Lieutenant Colonel and attend professional schooling at a higher rate than the Army average.

The reorganization of officer career fields under OPMS XXI and the subsequent revision of personnel staffing documents will include Military Academy positions. The Academy Personnel Officer, in coordination with the Commandant and the Dean, has completed a review of each position affected. As a result of this review, the Academy has submitted to the Department of the Army for approval a proposal which realigns Academy authorization documents with the requirements of OPMS XXI. In addition, personnel management manuals and literature now list an assignment to the Academy as a career enhancing assignment and a proposal to conduct for staff and faculty mid-level professional schooling at the Academy is now under study. A Military Academy Representative attends all OPMS XXI General Officer Steering Committee meetings and is actively involved in the revision of personnel assignment and career management manuals as the Army Personnel system aligns to OPMS XXI. Promotion selection, schooling or career designation boards have yet to be conducted under OPMS XXI. Although it will be several years before we see the full impact of OPMS XXI, the Academy's proactive efforts in transition to OPMS XXI will insure the assignment and success of highly qualified personnel to staff and faculty.

4. TOPIC: USMA BUDGET.

RECOMMENDATION: The Board continues its strong support of steady resourcing of USMA by Department of the Army at a sustainment level sufficient to keep revitalization, as well as academic, military and physical development programs on track in future years. West Point must not be subjected to short-term reductions in resourcing, which are unrelated to changes in mission.

USMA RESPONSE: The Military Academy reports that the Army leadership continues support minimum sustainment level resourcing. Specifically, in the latter half of FY98 USMA received additional funding totaling \$10 million for essential infrastructure repairs. In addition, the Department of the Army has made a commitment to provide funding in FY00 through FY02 to meet Accreditation Risk Management shortfalls. This will assure Minimum Sustainment Level (MSL) funding to maintain revitalization, as well as academic, military and physical development programs through FY02. Sustainment funding is, however, not assured beyond FY 02; further, pressing needs remain unfulfilled even at "MSL" levels. We will continue to work with the Army leadership to ensure they understand the importance of adequate funding for West Point.

5. TOPIC: COMMUNITY RELATIONS.

RECOMMENDATION: The Board supports the Military Academy's outreach programs and requests an update on results of this initiative.

USMA RESPONSE: The Military Academy's program to enhance its relationship with the local community has been extremely successful in 1998. Major initiatives include: sharing access to the emergency water supply for firefighting in Fort Montgomery and O'Neill High School; signage to the West Point Museum and Visitors Center that directs traffic from major highways to the local towns, thus increasing the potential for tourism business; Chamber of Commerce presence at the West Point Visitors Center; joint participation in major community events such as the Fourth of July celebration and the recent Acceptance Day/Bicentennial Event; and tutoring by cadets for students at O'Neill High School. Academy and local officials continue to cooperate at all levels to foster the one community concept.

6. TOPIC: ACADEMIC PROGRAM.

RECOMMENDATION: The Board requests updates on the progress and results of the Academy's assessment initiatives to monitor whether the core curriculum is achieving its goals of cadet learning in the areas of cultural, historical and human behavioral perspectives.

USMA RESPONSE: Since 1994, the Dean's faculty and staff have been implementing a comprehensive system for assessing the design, implementation, and outcomes of the Academic Program. Committees assessing the historical perspective and human behavior goals completed one complete iteration of the Academic Program assessment model,

including assessment of curriculum structure, program implementation, and goal achievement. In general, the assessments concluded that the USMA core curriculum is appropriately structured and properly implemented to support these two goals. Graduating cadets and battalion commanders in the field Army report satisfaction with achievement of these goals. The cultural perspective goal committee ceased its assessment efforts when their review of the core curriculum concluded that more program development was needed in order to ensure goal achievement. The faculty spent AY97-98 revising the core curriculum to enhance the cultural perspective goal; we will resume assessment during AY1998-99. The Dean will provide an information paper to the Board reviewing specific findings and will brief the Board on this topic during in the fall of 1998.

7. TOPIC: ASSESSMENT OF CADET DEVELOPMENT WITH REGARD TO BEDROCK VALUES.

RECOMMENDATION: The Board recommends that the Academy continue to assess the effectiveness of the Academy's Programs to encourage Integrity and Respect for others in the values and behaviors of cadets. The Board recommends that the Academy continues to assess the outcomes of these programs and to provide the Board with periodic updates on the results of the assessments. The Board recommends that, for all ranks, the Department of the Army incorporate the Academy's Bedrock values programs into its training and education systems. The Board further recommends that these perspectives be infused into the training and education systems throughout the Department of Defense.

USMA RESPONSE: West Point continues to be committed to improving and assessing our foundation values of Honor and Respect in the education and behavior of cadets. Recently, the United States Corps of Cadets (USCC) developed a Center for the Professional Military Ethic (CPME) and part of their charter is to assess these programs. The CPME is to develop and execute a 4-year Program of Instruction (POI) on the Professional Military Ethic, supervise the Honor and Respect Committees, develop and execute Outreach Initiatives to the Army and civilian colleges and universities, and assess the effectiveness of moral-ethical development in cadets at West Point.

Specifically, we continue to assess Honor and Respect through bi-annual honor surveys to the Corps, conduct an annual Superintendent Honor Review Committee (SHRC) qualitative assessment, and hold focus group sensing sessions. In addition, we assess our programs throughout the Army by surveying former Battalion Commanders on these issues about our graduates. The CPME is an additional resource for the Army and will ultimately produce lesson plans for its professional military education schools. Through our Outreach Initiatives, we are in constant contact with the other service academies, and collectively, we continue to raise each other's level of performance. We are also a resource for other Department of Defense agencies to provide expertise on such matters.

8. TOPIC: FACULTY STRUCTURE AND MORALE.

RECOMMENDATION: The Board requests an update on faculty structure and morale including a report on the results of the command climate survey assessing military and civilian faculty morale.

USMA RESPONSE: The Dean administers the command climate survey annually to examine the morale and organizational climate of the Dean's major activity directorate. The instrument has been improved over the 1997 version, revised by both the Assessment Steering Committee and the MSA Self-Study Faculty Working Group. The instrument consists of 36 closed-ended questions measuring ten distinct dimensions of organizational climate and 17 additional closed-ended items tapping into faculty perceptions of issues regarding promotion, professional development, academic freedom, and leadership opportunities. Four of the questions are left open-ended to solicit respondents' concerns. Requests for participation were sent to 745 respondents on 23 March 1998. Two follow-up letters yielded a total of 607 completed questionnaires (a final response rate of 82%).

During the past year, the state of the command climate has generally improved or stayed the same, both overall and within departments. Both military and civilian faculty members are generally satisfied with the organizational climate. Civilian faculty members are less satisfied than their military counterparts in areas associated with respect for others, availability of leadership opportunities, and integration in the West Point community. Female civilian staff, as a group, are considerably less satisfied with nearly all dimensions of the organizational climate than faculty. The climate for academic freedom is reasonably good; however, civilian faculty members are less likely than military faculty to believe that USMA protects academic freedom (93% for military faculty; 78% for civilian faculty). This result is probably linked to the current civilian faculty reappointment policy, under which a department head may unilaterally decide not to renew a civilian faculty member's appointment.

As a follow-up to these findings, the Dean will continue efforts to fully integrate the civilian faculty into the West Point community, and will review and modify (as necessary) policies and practices that inhibit full integration. He will establish a review committee for academic freedom and civilian faculty reappointment issues and enhance communication throughout the Dean's major activity directorate. Finally, he intends to complete the administrative support review of GS staff.

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SUMMARIZED MINUTES
1998 BOARD OF VISITORS ORGANIZATION MEETING
FEBRUARY 10, 1998
WASHINGTON, D. C.

1. **MEETING CONVENED.** The Organization Meeting of the 1998 United States Military Academy Board of Visitors was called to order by Mr. James H. Bilbray, Vice Chairman, at 10:10 a.m., February 10, 1998, in Room 418 of the Senate Russell Office Building, Washington, D. C.

2. **ADMINISTRATIVE REMARKS.** Mr. Bilbray called upon the Executive Secretary, Lieutenant Colonel Joseph A. Dubyel, for administrative announcements. Lieutenant Colonel Dubyel announced for the record those present at the meeting:

Mr. James H. Bilbray, Vice Chairman
Lieutenant General (R) Marc A. Cisneros
Mr. Carroll W. Conn
Mr. Robert Lyford
Dr. Mady W. Segal
Mr. Jeffrey H. Smith

a. Also present were: Mr. Mitch Kugler, Deputy Legislative Director to Senator Cochran; Mr. Bruce Landis, member of Senator Coats' staff, Mr. Steve Hall, member of Representative Kelly's staff, Miss Anne LeMay, Legislative Assistant to Representative McHugh; Mr. J.B. Hudson, Administrative Assistant to the Secretary of the Army; Lieutenant General Daniel W. Christman, Superintendent, United States Military Academy (USMA); Brigadier General Fletcher Lamkin, Dean of Academic Board; Brigadier General John P. Abizaid, Commandant of the United States Corps of Cadets; Lieutenant Colonel William Lenmitzer, U.S. Military Academy Desk Officer to the Deputy Chief of Staff for Personnel; Lieutenant Colonel Joseph A. Dubyel, Executive Secretary; Ms. Gail D. Luster, Administrative Officer to the Board; Ms. Anita Owens, member of Office of the Secretary of the General Staff, Major Steve Fleming, Aide-de-Camp to the Superintendent; and Mr. Craig Gaines and Mr. Donald Coyle, Audio-Visual Support, Directorate of Information Management. Present in the audience were observers from the United States Air Force Academy, MAJ Tim Miller, XPO and Ms. Deb Mercurio. Also present was Mr. Mike Mello from the Ottaway News Service.

b. Lieutenant Colonel Dubyel advised the Vice Chairman that a quorum was not present under the Rules of the Board and that a copy of the meeting agenda and supporting material was at each member's place. Lieutenant Colonel Dubyel reminded the Board that a luncheon and informal discussion with members of the Naval Academy Board of Visitors would be held immediately following adjournment.

3. **VICE CHAIRMAN'S REMARKS.** Mr. Bilbray requested that items on the agenda requiring a decision from the Board be moved to later in the meeting when a quorum could be established.

APPENDIX II

4. REMARKS BY THE REPRESENTATIVE OF THE SECRETARY OF THE ARMY. The Vice Chairman recognized Mr. J. B. Hudson, Administrative Assistant to the Secretary of the Army. Mr. Hudson informed the Board that Secretary Togo West was awaiting confirmation as the new Secretary of Veterans Affairs and that the Under-Secretary, Michael Walker, is the Acting Secretary of the Army. Mr. Hudson extended the Secretary's appreciation of the efforts the Board of Visitors continues to put forth in support of the Academy. He added that the Secretary is committed to supporting the Military Academy.

5. SUPERINTENDENT'S REMARKS AND ISSUES UPDATE.

a. **INTRODUCTORY REMARKS.** The Vice Chairman asked the Superintendent for his remarks and update to the Board on Academy issues since the Board's last meeting in November 1997. Lieutenant General Christman began by mentioning that every March, annual Founders' Day activities occur. He, and other USMA representatives, spend approximately one month talking to various graduate societies, parents' clubs, candidates and prospective donors around the country. The main topics covered in the rest of his remarks included: an overview of where USMA is with respect to Operations and Maintenance Army (OMA) dollars; changes to the Academy's Mission Statement; and the challenges USMA faces regarding minority recruitment.

Mrs. Kelly arrived at approximately 10:30 a.m. and Lieutenant Colonel Dubyel informed the Board that a quorum had now been established.

b. **MISSION STATEMENT.** The Superintendent described the Academy's efforts on revising the Mission Statement. The current purpose statement does not mention the Army and the Mission Statement does not reflect what the Academy does - build leaders of character. The Academy is unique in that it provides the Nation with leaders of character who serve in uniform. The proposed revised Mission Statement will include this. The Board discussed this matter and received clarification on various points from the Superintendent. Lieutenant General Christman stated that he will update the Board on this issue at the Spring meeting.

c. **BUDGET.** The Superintendent stated that he would be meeting with the Vice Chief of Staff in the next few days to discuss the Academy's budget needs. He emphasized the need for near term enhancements in maintenance dollars to remedy immediate problems such as: ceilings and walls in the cadet barracks that leak; antiquated utilities; and, a telecommunications infrastructure that is outdated and inadequate. He highlighted, in particular, Mahan Hall, USMA's principal engineering building. Some previously completed infrastructure and interior improvements are threatened if the exterior remains in its current state. Brigadier General Lamkin remarked that 75% of the engineering instruction takes place in Mahan Hall. A six-phase program to rehabilitate this building has already begun. If steady funding is not received to continue and complete this project, Brigadier General Lamkin remarked, the engineering programs are in danger of going "belly-up". If the inadequacies of the facilities are not remedied, USMA's future accreditation may be put in jeopardy.

Mrs. Kelly expressed her strong concern that the mistakes of the past are not repeated. The Superintendent echoed her concerns and informed the Board that the buildings in question were finished at precisely the time when the federal government was converting from a government controlled quality control force to Contractor Quality Control (CQC), i.e., the contractor hires the quality control and USMA provides the quality assurance. It was a cost saving measure put into effect a quarter of a century ago which has since been refined to preclude the mistakes of the past from being repeated. The Superintendent assured the Board that USMA ensures that contractors adhere to the standards expected of them. Mrs. Kelly recommended that USMA seek information and/or consultation from the New York State Dormitory Authority to ensure buildings are properly built and/or renovated. The Superintendent thanked Mrs. Kelly and stated that he would do so and then update the Board on these matters in May.

d. **PRIVATE FUNDING.** The Superintendent stated that private contributions to USMA have increased. However, it remains very important that OMA pay for core and maintenance projects. Private dollars should be used for "margin of excellence" areas not covered by public dollars. Several recent private donations include: a gift of five million dollars from Mr. Lichtenberg, Class of 1955, which has been proffered to the Army for an indoor tennis facility, the construction of which will begin this June; a half million dollars from a member of the Class of 1967 which will be used to begin restoration of the burnt-out pistol range; and, a possible gift of three million dollars from a member of the Class of 1966, which would be used to build a crew and sailing center. The Superintendent noted that OMA will pay for restoration of the track at Shea stadium and the Class of 1952 will raise about \$2.5 million dollars to restore the rest of the stadium. Lieutenant General (R) Cisneros said that it bothered him that USMA needs private dollars to pay for things that should be paid for from OMA funds. He wanted to know if that represented a change from what had been done in the past. The Superintendent stated in the early nineties, approximately \$4 to \$6 million dollars in private funds were raised. Last year, nearly \$19 million dollars were raised. Lieutenant General (R) Cisneros asked how other universities were being funded. Dr. Segal remarked that state universities, for example, rely more and more on private donations and that these donations come at a cost. These costs may include naming a building after the donor or having only one kind of soft drink offered for sale on campus. The Board continued the discussion for a short time. The Superintendent stated that the Board would receive an update on these issues at the Spring meeting.

e. **PRIVATIZATION OF THE HOTEL THAYER.** The Board was informed that a contract was to be signed next week to privatize the Hotel Thayer. The restoration of the Hotel Thayer should be completed in two and a half years. After the contract is signed, the current Hotel employees will become the responsibility of the private developer. Mr. Bilbray asked for information on what will happen to the retirement benefits of these government employees. The Superintendent stated that he would update the Board in the Spring.

f. **ARVIN PHYSICAL DEVELOPMENT CENTER.** USMA is asking for phase one funding for demolition and utilities rerouting in fiscal year 1999. Between 1999 and 2002, advanced appropriation would be requested to complete the project. The Superintendent reviewed the need for the revitalization and emphasized that current conditions are dangerous from a fire and safety code standpoint. The conditions also negatively impact issues of gender equality and quality of life for cadets. He then brought to the Board's attention a flyer distributed to members of Congress by the National Guard Association of United States (NAGUS). The flyer incorrectly states that USMA is building a new gym for \$85 million dollars and questions why USMA gets such a large amount when the National Guard gets so little. The Superintendent emphasized the point that USMA is not building a new gym, but renovating the existing physical development center directly related to the physical development program at the Academy. He also stated the need for this renovation project has been carefully audited by the Army Audit Agency and that the funding would be spread out over several years. He asked for the Board's advice in responding to the NAGUS flyer which the Board members then discussed. Mrs. Kelly recommended that USMA prepare a fact sheet for release to members of Congress. She said she would speak to other members of Congress on USMA's behalf and ensure that misrepresentations stated in the flyer are refuted. She remarked that it was not an either/or" situation -- the fact that USMA was receiving support to renovate Arvin does not take dollars away from the National Guard. The Board and the Superintendent agreed to work together to refute the inaccuracies presented in NAGUS flyer and emphasized their strong support and appreciation for the great work that the National Guard does on behalf of the nation.

6. **COMMANDANT'S UPDATE.** The Superintendent introduced to the Board the 66th Commandant of Cadets, Brigadier General John P. Abizaid. The Commandant prefaced his remarks by stating that there have been a lot of improvements to the Academy since he graduated in 1973. Cadets are very well educated, committed, physically fit and the cadet leader development system is closer to the Army in its methodology of doing business. USMA needs to ensure that its officers are trained to lead, first and foremost, and are able to fight and win. Cadets need to learn the distinction between tough and demeaning leadership. He remarked that it is necessary to teach values to cadets because of the diversity of the population from which they come and the diversity of the cultures they will encounter as leaders upon graduation and commissioning. It is vital that cadets respect others, think for themselves and take responsibility for their actions. In order to facilitate this, the Commandant's goal is to give cadets more responsibility; to ensure the tactical officers are the cadets primary mentors; and to tolerate mistakes in order to prepare cadets for the roles as officers. The Commandant expressed his desire to make Cadet Basic Training (CBT) the single most important rite of passage for the Corps of Cadets in their four years. Upon acceptance day, he would like the fourth class to be taken into their companies as junior members of the profession and treated with respect and dignity. The Commandant will update the Board ffifther on these issues at the Spring meeting.

7. **DEAN'S UPDATE.** The Superintendent then asked the Dean for his update to the Board. The Dean spoke about USMA's accreditation status. The Academy has been

accredited under Middle States since 1949. The last on-site accreditation was in 1989, the next one is expected to be in November 1999. Prior to 1999, the on-site team will have read and studied a report submitted by USMA under the direction of the Superintendent. This report and the subsequent visit by the accreditation team will be a comprehensive look at the entire mission activity of the Academy. USMA, after the 1989 accreditation was completed, initiated significant improvements to its organization and programs. Some of these improvements included: a redefinition of the cadet development system; reforms to the fourth class system; development of an assessment system and a new academic program. USMA has already begun its self-study in preparation for next year's on-site visit by the accreditation team. The visit will provide USMA an opportunity to see how well the improvements and initiatives were implemented. The Superintendent has selected specific areas of special emphasis, for example, leader development, to look at with an eye toward identifying problems and making systemic changes which will ensure that USMA is doing the best with what it has. A strategic planning and programming focus will include both the external support to the institution as well as the efficiency and effectiveness with which we manage that support. If USMA does not get the resources needed to implement new programs or to improve the quality of our existing facilities and programs, USMA's accreditation may be jeopardized. The Dean stated that all the committee work has begun and that he expects the report to be finished in the Spring at which time it will be submitted to the accrediting bodies. He expressed appreciation of the Board's support in those areas that USMA has identified as in need of help and stated that he would update the Board on these issues at the Fall meeting.

8. SUPERINTENDENT'S REMARKS CONCERNING MINORITY RECRUITMENT.

Lieutenant General Christman stated that it is a continual challenge for West Point to recruit African-Americans into the corps of cadets. USMA, with Department of the Army (DA) approval, set a goal to recruit 7-9% African-Americans. Discussions are now underway with DA to raise that goal to 10% in order to have the cadet population more closely reflect the officer corps which currently has a percentage of African-American Army officers of 11%.

One area of concern is that nine members of the Congressional Black Caucus (CBC) had no nominations for the Class of 2001 and several of these members have a history of no representation at West Point for extended periods of time. The Superintendent met with Representative Hilliard's staff to prepare for a March 1998 meeting with the CBC to discuss the importance of nominations to West Point to ensure a diversity of representation in the Corps of Cadets and to answer any questions and address any issues that the CBC may have regarding nominations to West Point. The Superintendent wants to increase the Academy's outreach programs noting that USMA has brought in additional minority admissions officers, increased their tour length, and started its search mailings for candidates earlier. There are summer minority admissions programs in place with the Urban League in nine large cities, such as Baltimore and

Boston. The Association of Graduates continues to fund private visits to West Point by minority students that might not otherwise be able to do so.

Dr. Segal suggested working with the junior ROTC programs, especially in those population areas that are predominately African-American. She stated that USMA's recruiting figures for African-Americans are down in terms of its percentage of women, which is counter to what's happening in the Army. A large proportion of women officers are African-Americans and 75% of the participants in Junior ROTC are women, although she did not know the breakdown of race and ethnic membership. She further suggested USMA look at getting private funding to support some of the junior ROTC programs, since those programs are fighting for financial support. The Superintendent said he would pass that suggestion on to the AOG and update the Board in May on the status of minority recruitment.

9. ELECTION OF OFFICERS. The Board moved on to the election of a new Chairman and Vice Chairman. Mr. Bilbray reminded the Board that the terms of some of the presidential members had either expired or would expire this year. He then opened the floor for nominations.

a. Senator Cochran was nominated for the office of Chairman by Mr. Bilbray. The nomination was seconded by Dr. Segal. Motion was made and seconded to close the nominations. Senator Cochran was elected Chairman by unanimous voice vote of the members present.

b. The Vice Chairman opened nominations for the office of Vice Chairman. Lieutenant General (R) Cisneros nominated Mr. Conn. Mr. Conn was elected Vice Chairman by unanimous voice vote of the members present.

10. SELECTION OF EXECUTIVE COMMITTEE. After some discussion, Mr. Bilbray appointed the following as members of the Executive Committee:

Honorable Thad Cochran, Chairman
Mr. Carroll W. Conn, Vice Chairman, ex officio
Honorable Sue W. Kelly
Honorable John M. McHugh
Lieutenant General (R) Marc A. Cisneros
Dr. Mady W. Segal
Mr. Jeffrey H. Smith

11. SELECTION OF BOARD MEETING DATES.

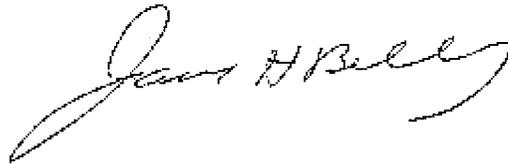
a. Spring Meeting. 30 April - 2 May were selected as the dates for the Spring meeting.

b. Visits to Summer Training. This summer, interested Board members will observe Mounted Maneuver Training at Fort Knox are 26-28 July. The SGS office at USMA will coordinate with those members wishing to participate.

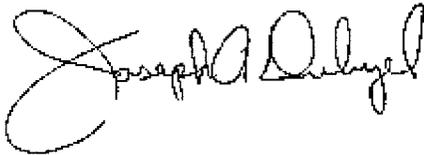
c. Fall or Annual Meeting. 15-17 October were selected as the dates for the Annual Meeting.

12. AREAS OF INTEREST FOR 1998 BOARD MEETINGS. The Board next moved to consider the topics for the 1998 meetings. The list of proposed topics at Enclosure 3 was accepted with the proviso that members could request additional topics during the year.

13. ADJOURNMENT. Mr. Bilbray thanked the members for their attendance and attention. There being no further business to discuss, he adjourned the organization meeting of the 1998 Board of Visitors.



JAMES H. BILBRAY
Vice Chairman
United States Military
Academy Board of Visitors



JOSEPH A. DUBYEL
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, 10 FEBRUARY 1998, 10:00-2:00 p.m.
Room 418, Russell Senate Office Building, Washington, D.C.

1000-1005	Call to Order	Senator Cochran
1005-1010	Administrative Remarks	LTC Dubyel
1010-1015	Opening Comments and Introduction of Agenda	Senator Cochran
1015-1030	Election of Officers	Senator Cochran and Board Members
1030-1040	Appointment of the Executive Committee	Chair
1040-1045	Remarks by Representative of the Secretary of the Army	TBD
1045-1130	Remarks and Update by Superintendent, Commandant, and Dean	LTG Christman/ BG Abizaid/BG Lamkin
1130-1140	Response by Chair	Chair
1140-1150	Discussion and Selection of Dates/Format for 1998 Meetings	Board Members
1150-1220	Selection of Areas of Interest for 1998	Board Members
1220-1230	Remaining Business	Board Members
1230-1400	Lunch and Discussion with Naval Academy BOV	Chair

ENCLOSURE 1
APPENDIX II

**MEETING DATES AT WEST POINT
FOR THE 1998 BOARD OF VISITORS**

SPRING MEETING

30 APR - 2 MAY (Thurs/Fri/Sat)

ACADEMIC PERIOD

VISIT SUMMER TRAINING (On Individual Basis)

26-28 JUL (Sun-Tues)

**VISIT MOUNTED MANUEVER
TRAINING AT FT. KNOX**

ANNUAL MEETING

15-17 OCT (Thurs/Sat)

**ACADEMIC PERIOD
HOME FOOTBALL GAME
ARMY VS. So. Mississippi**

ENCLOSURE 2
APPENDIX II

**SUGGESTED TOPICS/AREAS OF INTEREST
FOR MEETING AGENDAS OF
THE 1998 USMA BOARD OF VISITORS**

SPRING MEETING

- Roundtable Discussions with TAC Officers & TAC NCOs
- Individual visits to cadet classes
- Roundtable Discussion with cross-section of cadets
- Annual Program Review
 - Academic Program (to include update on accreditation)
 - Military Program
 - Physical Program

VISIT SUMMER TRAINING

(Individual basis - no formal meeting)

FALL MEETING

- Annual Report Preparation
- Annual Program Review
 - Athletic Program
 - Admissions Program
 - USMAPS

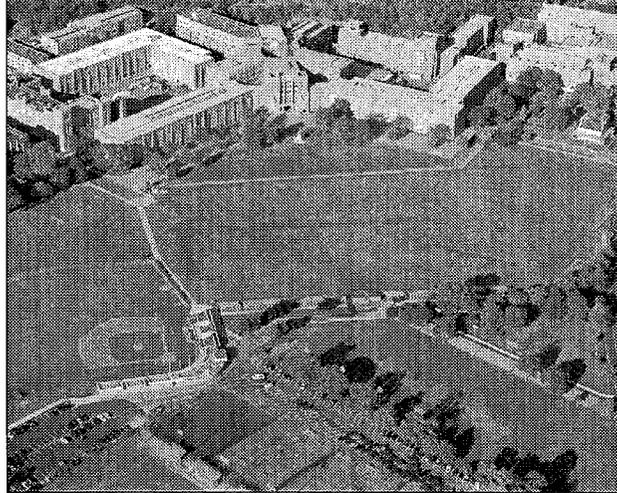
ISSUE UPDATES

- Results of the 1st Class Survey
- Results of assessment initiatives to monitor how well the Academic core curriculum is achieving the program goals of learning in the areas of cultural, historical and behavioral perspectives
- Faculty Restructure/Command Climate Survey results assessing military and civilian faculty morale
- Cadet Physical Development Facility (Arvin Gym) Revitalization
- Assessment of Bedrock Values
- Community & Constituent Outreach Program status results
- OPMS XXI & Assignment of future Staff and Faculty to USMA

ENCLOSURE 3
APPENDIX II



Supt's Remarks: Board of Visitors



10 February 1998

Duty, Honor, Country



Agenda

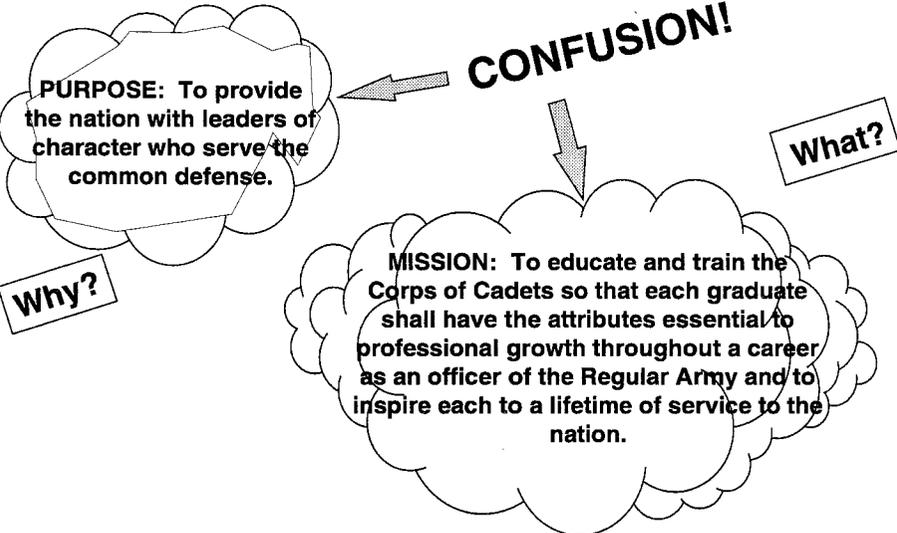
- Mission Statement
- Budget Overview
 - OMA Enhancement
- Facilities Update
 - Arvin Physical Development Center
- Private Fund Raising Initiatives
- Leader Development Initiatives (Commandant)
- Middlestates Accreditation Update (Dean)
- Minority Recruiting

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Mission Statement

Duty, Honor, Country

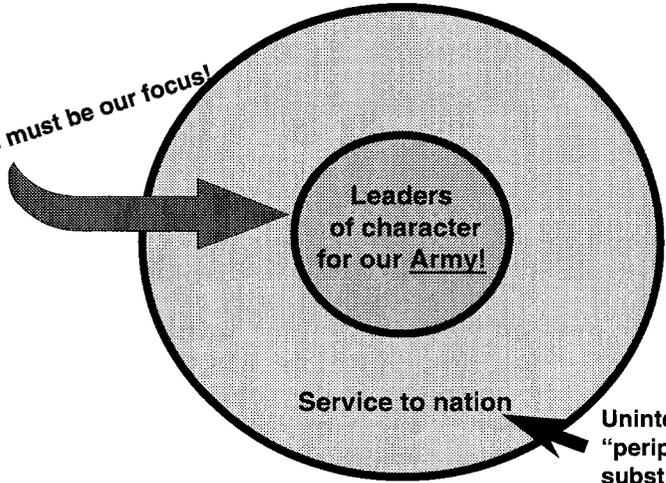


Duty, Honor, Country

United States Military Academy




MISSION As I See The Problem...



Duty, Honor, Country

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United States Military Academy




PURPOSE: To provide the nation with leaders of character who serve the common defense.

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

Why?

What?



OUR MISSION:

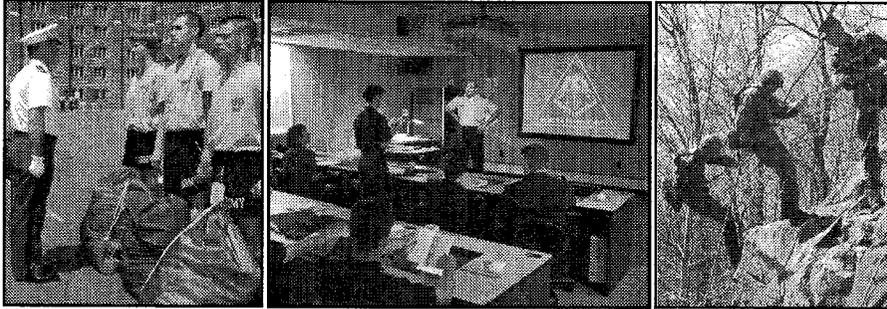
To develop *Leaders of Character* for our Army who are *inspired* to careers as Commissioned Officers and lifetime service to the Nation.

Duty, Honor, Country

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USMA Mission



“To educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country; continuing professional development as a career officer in the United States Army; and a lifetime of service to the Nation.

Duty, Honor, Country

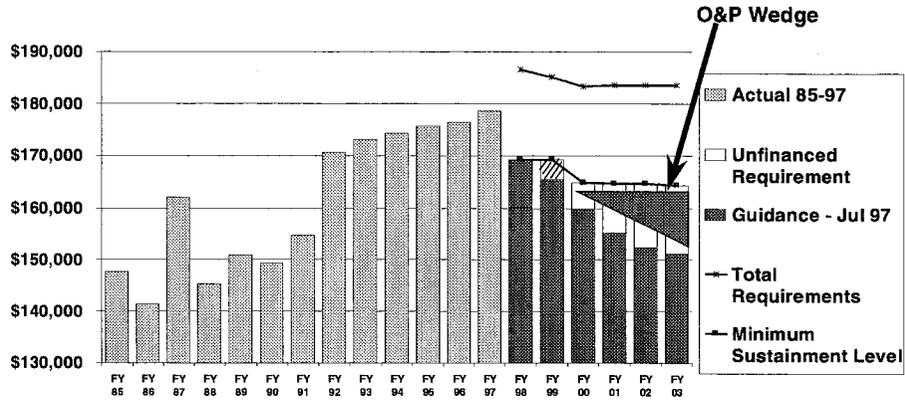


Budget Overview Critical Need for Maintenance & Repair Funds

Duty, Honor, Country



Appropriated Dollars -- History and Projections for Operations and Maintenance Funds



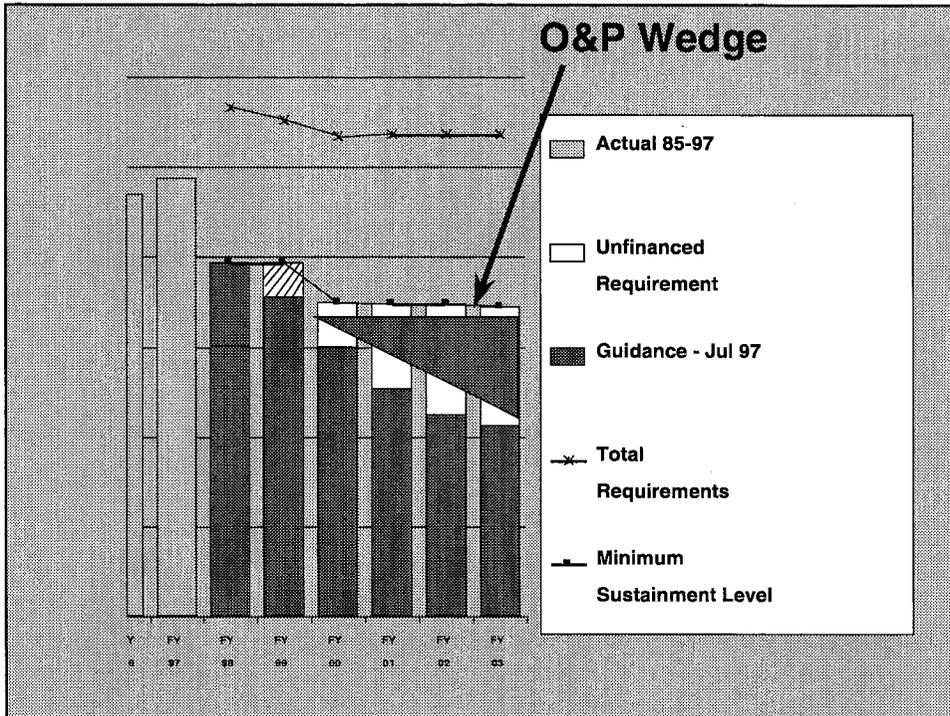
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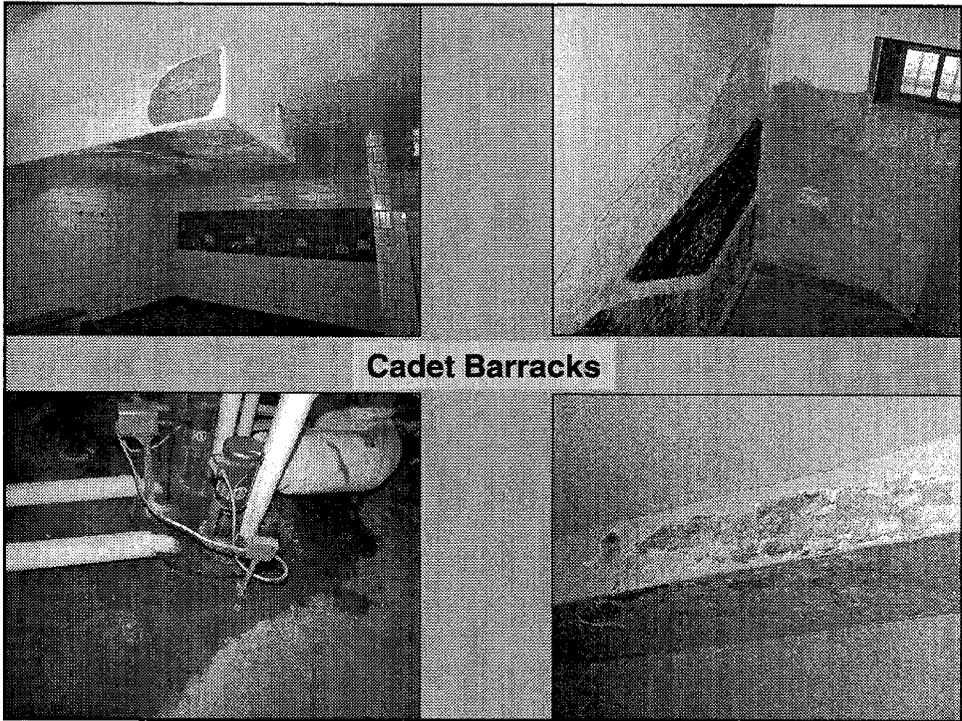
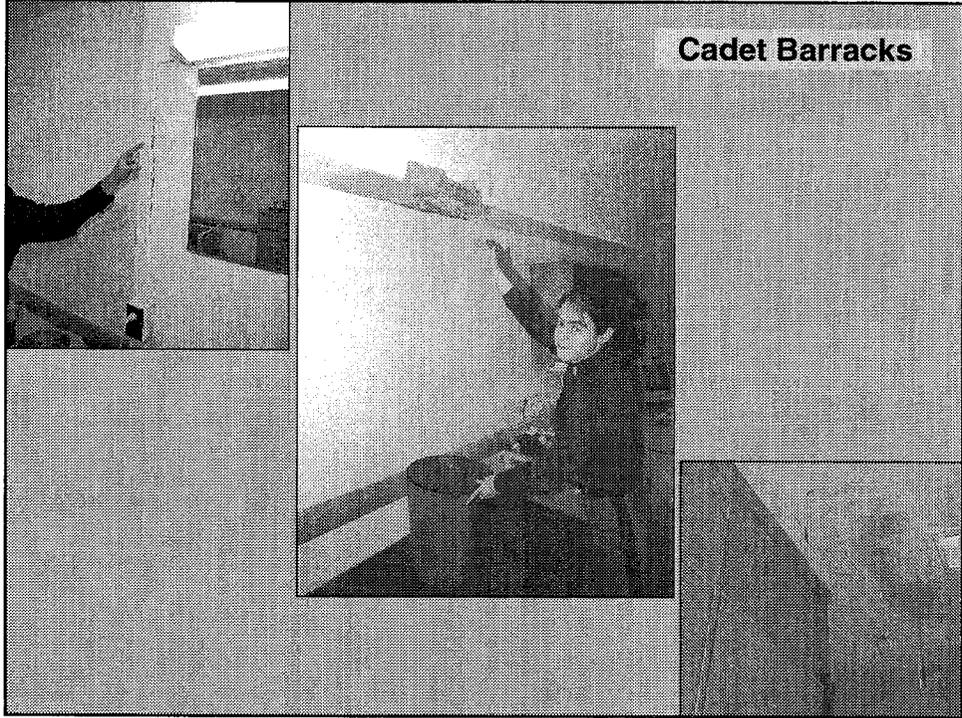
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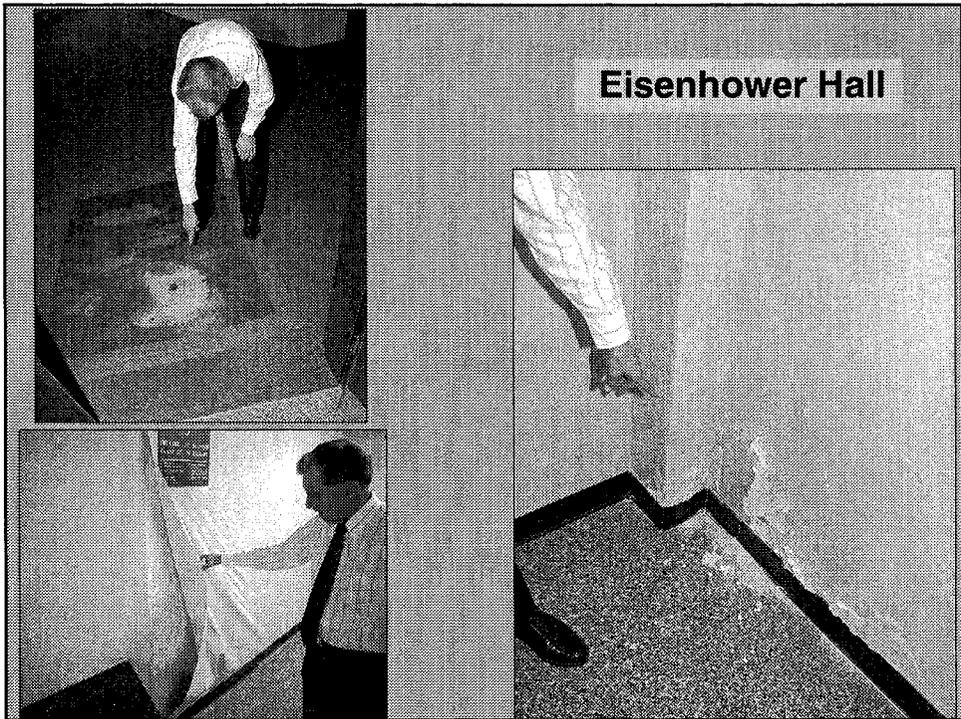
Duty, Honor, Country

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NEED FOR ADDITIONAL MAINTENANCE & REPAIR FUNDS

- Unfinanced requirements for critically needed maintenance and repair projects are approximately \$15M for this FY
 - Presently only \$2.2M available
- Previous slides highlight USMA efforts to revitalize in the face of larger Army budget challenges
 - However, critical projects must be funded this year to provide for essential quality of life and academic reaccreditation
 - Personally seeking additional M&R funds now from DA; hope for some success by next quarter, this FY

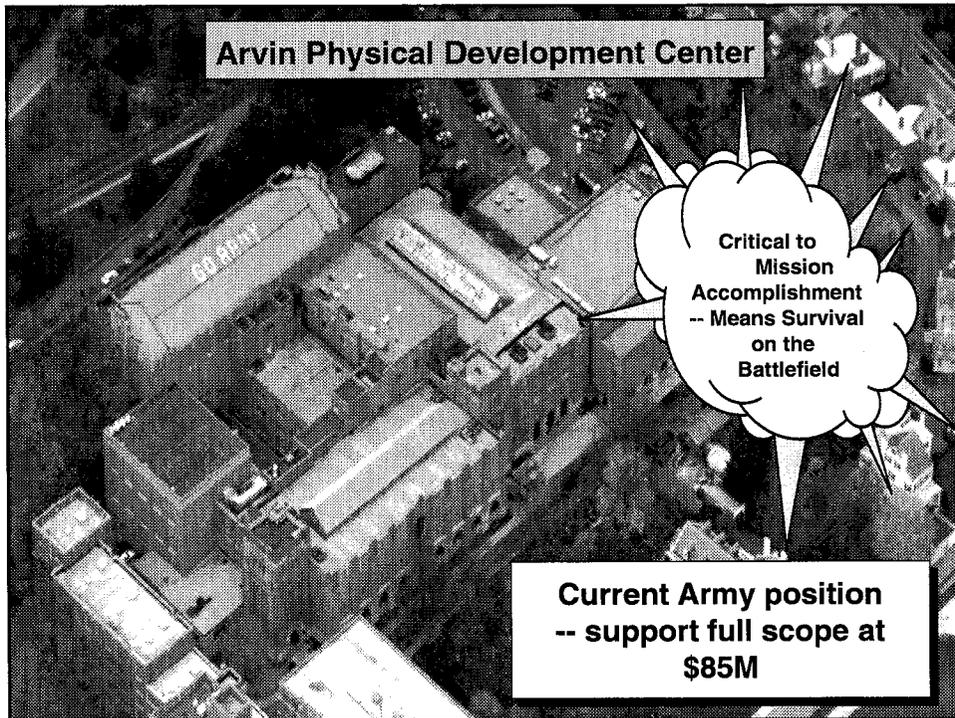
Private contributions have increased substantially, but are focused on "Margin of Excellence" initiatives, not "Core" needs

Duty, Honor, Country



Facilities Update

Duty, Honor, Country



 *United States Military Academy*

ARVIN PHYSICAL DEVELOPMENT CENTER
Where We Are:

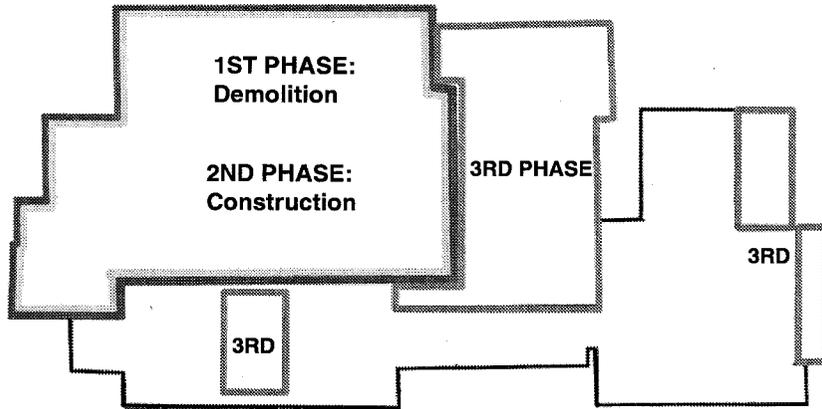
- **Army seeking approval for full scope of project, and appropriation in FY99 of Phase I funding of \$12M**
- **Also seeking advance appropriation of funding for remaining \$73M**
- **Support from key congressional committees critical to success**
 - **Military Installations and Facilities Subcommittee, House Committee on National Security**

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CONSTRUCTION PHASING



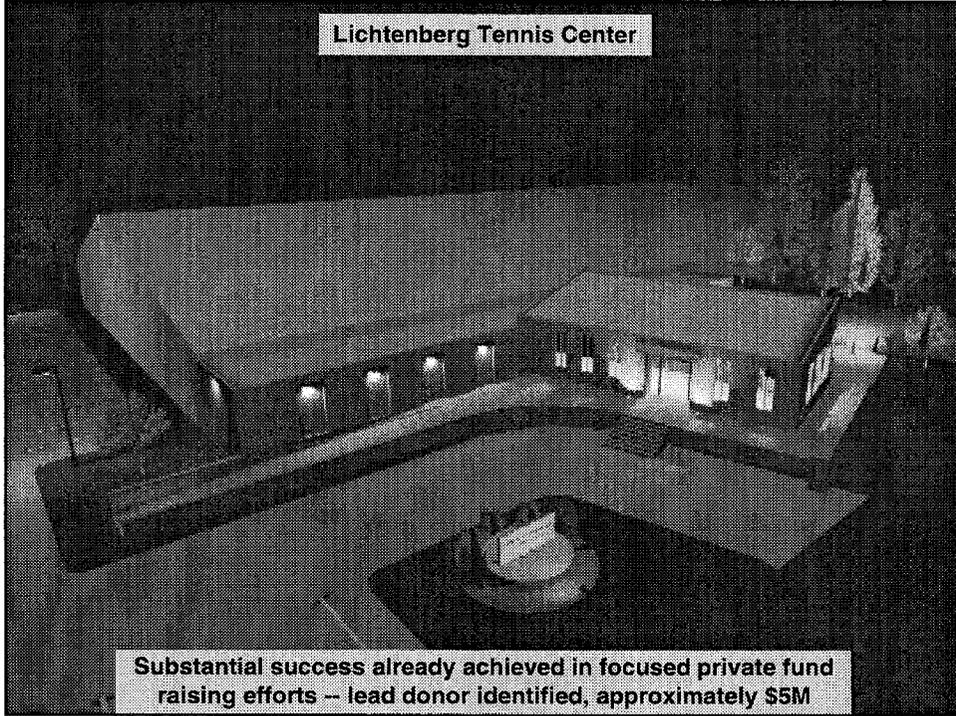
1ST PHASE (Demolition/Temp. Facilities) 3RD PHASE (Demolition/Construction)

2ND PHASE (Construction)



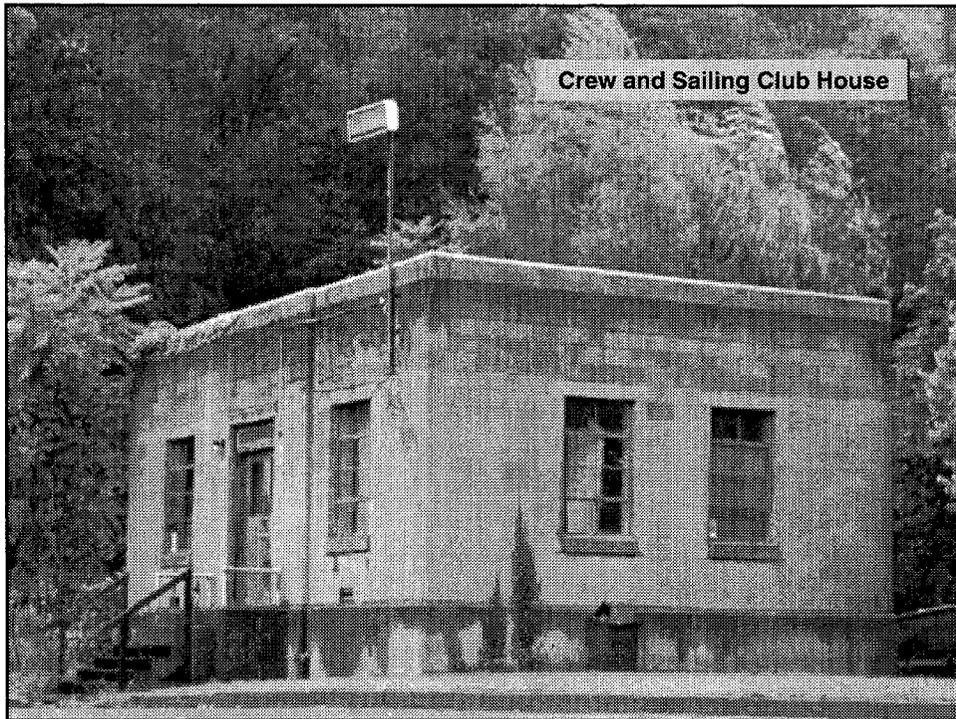
Private Fund Raising Initiatives

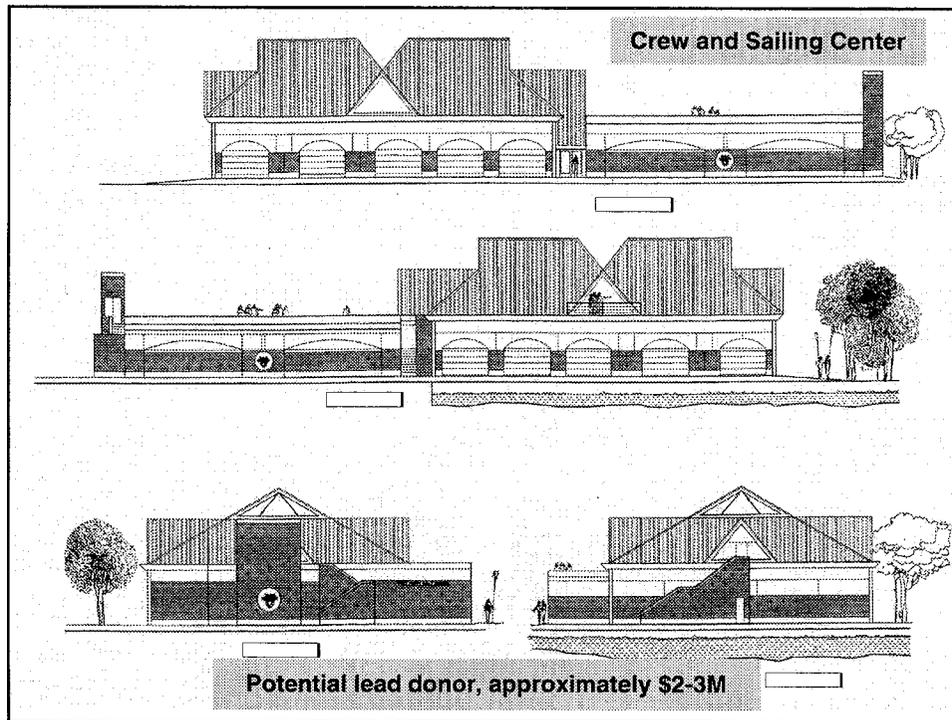
Lichtenberg Tennis Center



Substantial success already achieved in focused private fund raising efforts -- lead donor identified, approximately \$5M

Crew and Sailing Club House






United States Military Academy


THE SOLUTION TO FISCAL CHALLENGES

A combination of Private and Government funds:

- ✓ **Government Funds** → “Core” Programs
 - Barracks, Academic Buildings, Arvin Physical Development Center, Track
- ✓ **Private Funds** → “Margin of Excellence” Programs
 - Michie Stadium Athletic Complex, Boat House, Shea Track Stadium, Indoor Tennis Facility, Press Box, Indoor Pistol Range

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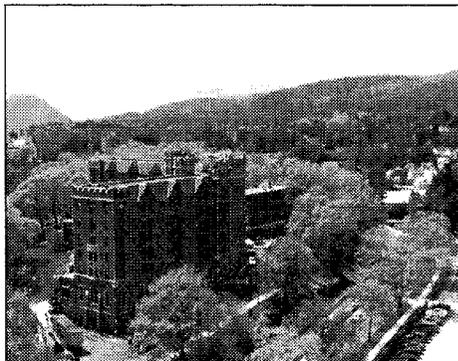
OUR FUND RAISING REALITY:

- Success of future fund raising efforts closely tied to appropriated fund support for “Core” needs
- Alumni/friends unwilling to pay for base maintenance and repair; are willing to fund “Margin of Excellence” initiatives

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HOTEL THAYER



Success achieved!

Congress notified 12 Jan 97

Expect formal contract to be signed shortly

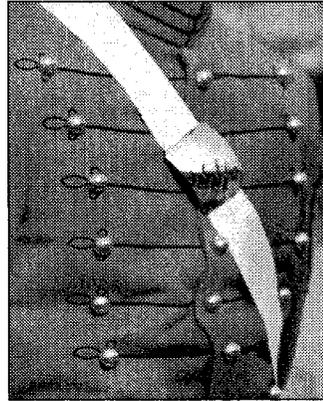
A significant privatization effort; restoration of historic facility with no appropriated funding involved

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UPDATE ON THE COMMANDANT'S PROGRAMS

**BG JOHN P. ABIZAID
COMMANDANT OF CADETS**

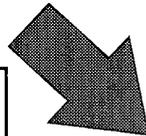


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WEST POINT IS....

**World's Best Leadership Institution
Producing
World's Best Officers
for the
World's Best Army**



**Our Officers must function in
technologically advanced, uncertain,
dangerous and culturally diverse
environments, which require a broad
range of physical, social, diplomatic
and military skills.**

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 **United States Military Academy**

COMMANDER'S INTENT

- **Train cadets to:**
 - **Lead**
 - **Be officers who will “fight and win”**
 - **Understand soldiers and soldiering**
 - **Know that tough *does not equal* demeaning**
 - **Treat others with respect & dignity**
 - **Be technologically and physically fit**

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COMMANDER'S INTENT

- Train cadets to:
 - Be knowledgeable about the Army
 - Think for themselves
 - Use the chain of command, take responsibility
 - Assess and manage risk
 - Care for facilities and equipment they supervise/control

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COM'S VISION FOR THE CORPS

- Increased responsibility for Corps leaders enforce the standards
- Privileges commensurate with added responsibility - 1^o and 2^o
- Destruction of meaningless/debasing leadership techniques
- Focus on units -- Chain of Command paramount, tough training essential
- Join the Army; teamwork, discipline, values

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INITIATIVES

- **Military Training**
 - Summer training programs
 - Better use of Com's time
 - Increased CTLT opportunities

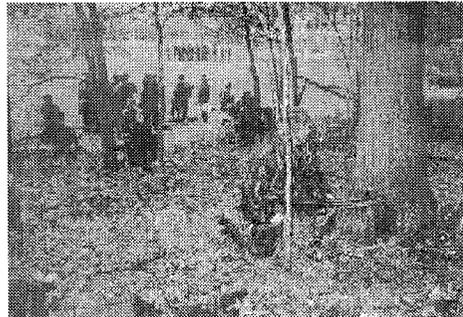
- **Cadet Professional Development**
 - Center for Character Development & Army Values

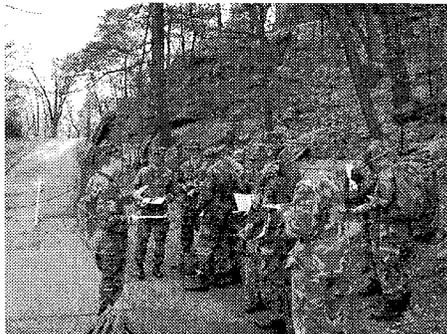
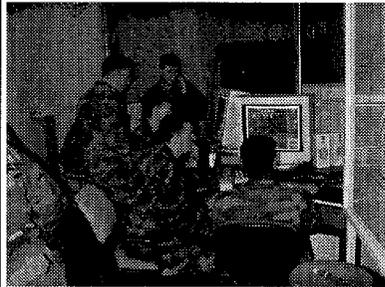
- **Military Science**
 - Joint Professional Military Education

- **Military Environment**
 - Class military knowledge requirements
 - Unit duties
 - Disciplinary system
 - Privileges
 - CLDS -- Cadet Private vs Fourth Class Cadet

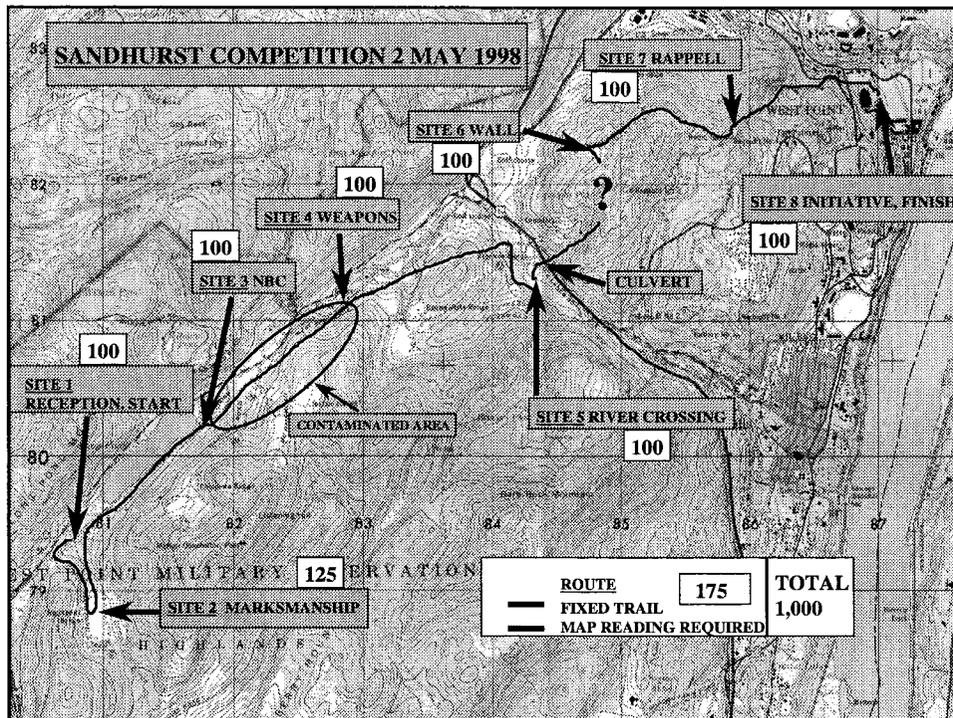


COMMANDANT'S TIME

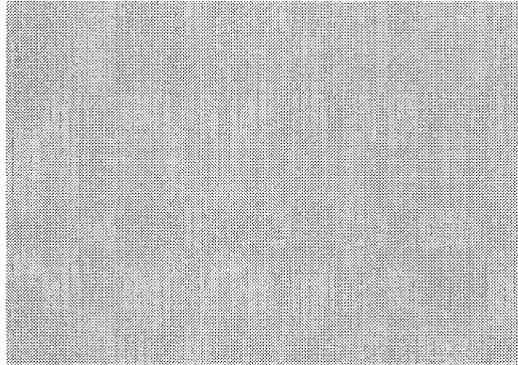




INTERSESSION



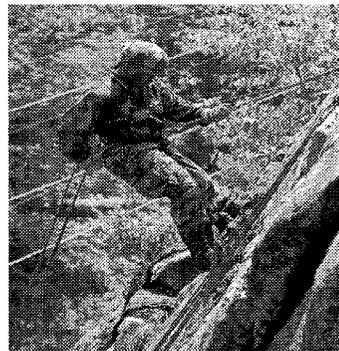
MIADs



United States Military Academy

CBT THE RITE OF PASSAGE

- Tough, demanding, standards-based
- Field time
- Increased road marches
- Combatives
- BRM
- Remediation plan
- Train-the-trainer





CADET MILITARY KNOWLEDGE

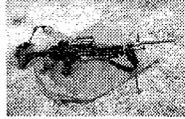
M249 Squad Automatic Weapon (SAW)

- ◆ **Description:** The SAW is an air-cooled, belt-fed, gas-operated automatic weapon which fires from the open-bolt position. It has a regulator for selecting normal or maximum rate of fire. Ammunition is fed into the weapon from a 200-round ammunition box holding a disintegrating, metallic split-link belt. The weapon has a quick change barrel. (C)
- ◆ **Max Effective Range:**
 - Area = 900m (V)
 - Point/Grazing = 600m (V)
- ◆ **Rate of Fire (rounds per minute):**
 - Sustained = 85; Rapid = 200; Cyclic = 750 (V)



Cadet Privilege Requirements

M249 Squad Automatic Weapon (SAW)

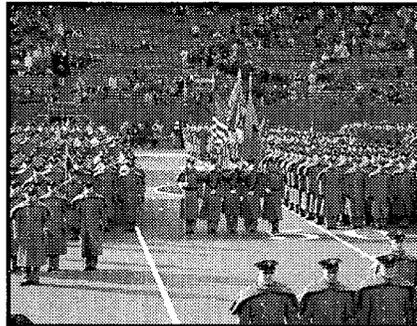


Cadet Privilege Requirements



ACTIONS

- **Study Groups Formed -- Cadets & Officers**
 - Cadet Disciplinary System
 - Cadet Duties and Knowledge
 - Cadet Privileges
- **Recognition**
- **Uniforms**
- **Sandhurst**





U.S. Soldiers in Bosnia



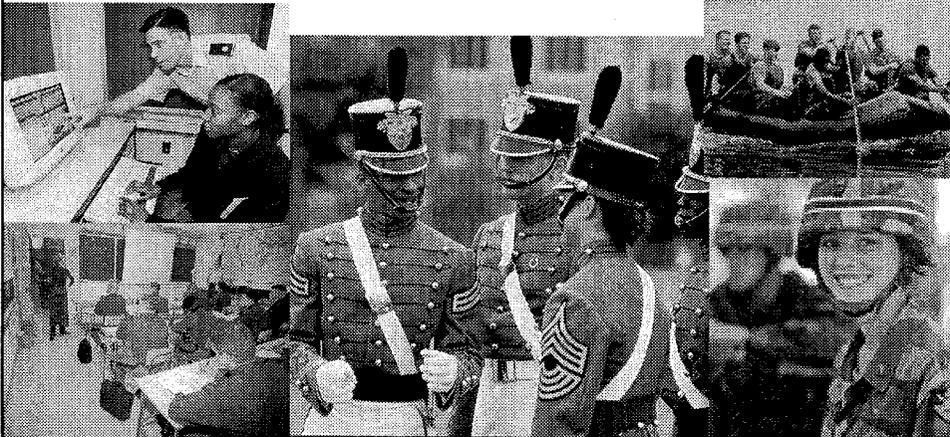


OVERALL...

- The programs are tough/challenging and will remain that way
- Our initiatives are focused on current and future Army practices and missions
- We must lead the way in teaching 21st Century leadership!
- Great young men and women dedicated to Duty, Honor, Country



UPDATE ON THE DEAN'S PROGRAMS



BG FLETCHER LAMKIN DEAN OF THE ACADEMIC BOARD



ACCREDITATION

- ✓ **Middle States is one of six regional accreditation agencies and is recognized by the U.S. Secretary of Education**
- ✓ **1949: USMA first accredited by Middle States**
- ✓ **Most recent actions:**
 - 1989 Self Study and Evaluation visit
 - 1995 Periodic Review Report
- ✓ **Next Requirements**
 - Spring 1999: Complete and submit Self Study
 - Fall 1999: Host On Site Evaluation Visit

Duty, Honor, Country



IMPORTANCE OF ACCREDITATION

- ✓ **Opportunity for Voluntary Peer-Review**
- ✓ **Assures Quality of Total Educational Program**
- ✓ **Maintains the Institution's Reputation**
- ✓ **Essential to Recruitment of Cadets and Faculty**

Duty, Honor, Country



KEY ROLE OF ACCREDITATION

Impetus for Self-Directed Change

✓ **Changes accrued from 1989 Self Study**

- Cadet Leader Development System
- Reforms to Fourth Class System
- New Academic Program
- Emphasis on Quality vs. Quantity
- Development of Assessment System

✓ **1999 Self Study is an Opportunity to:**

- Take Stock
- Invigorate assessment
- Consider Impact of Recent Changes

Duty, Honor, Country



THE 1999 SELF STUDY

In March 1997, LTG Christman

- ✓ **Appointed COL Anthony Hartle, Professor and Deputy Head, Department of English, to chair the Self-Study Steering Committee.**
- ✓ **Directed that the Self Study be “Comprehensive with Special Emphases”**

Duty, Honor, Country



COMPREHENSIVE OVERVIEW

From Characteristics of Excellence

- ✓ Mission
- ✓ Curriculum
- ✓ Admissions
- ✓ Faculty
- ✓ Budgeting
- ✓ Library
- ✓ Resources
- ✓ Innovation
- ✓ Institutional Integrity
- ✓ Planning and Resources
- ✓ Outcomes and Effectiveness
- ✓ Student Services
- ✓ Organization
- ✓ Governing Board
- ✓ Plant and Equipment
- ✓ Catalogs and Publications

Duty, Honor, Country



SPECIAL EMPHASIS

- ✓ Strategic Planning and Programming
- ✓ Leader Development
- ✓ USMAPS
- ✓ Outcomes Assessment at the Program Level
- ✓ Gender and Racial Diversity
- ✓ Faculty

Duty, Honor, Country



SCOPE

- ✓ Superintendent - directed
- ✓ Academy - wide effort
- ✓ All MADs represented
- ✓ 116 staff, faculty, and cadets involved
- ✓ Coordinated with ongoing NCAA Self Study



TIMELINE

- | | |
|-----------------|----------------------------------|
| ✓ March 1997 | Select Steering Committee |
| ✓ April 1997 | Middle States Staff Visit |
| ✓ May 1997 | Submit Self Study Design |
| ✓ August 1997 | Start Self Study |
| ✓ August 1998 | Complete Self Study Tasks |
| ✓ October 1998 | Complete Working Group Reports |
| ✓ December 1998 | Complete Self Study Draft Report |
| ✓ Jan-Mar 1999 | Circulate Draft Report |
| ✓ July 1999 | Submit Final Self Study Report |
| ✓ Sept 1999 | Submit Supporting Documents |
| ✓ Nov 1999 | Evaluation Team Visit |



Minority Recruiting Issues



DIVERSITY OF THE ARMY

	U.S. Population ⁽¹⁾	Total Army ⁽²⁾	Officer Corps ⁽²⁾	USMA ⁽³⁾
White	72.8%	61.2%	80.1%	81.4%
African American	12.7%	26.8%	11.5%	6.8%
Hispanic	10.9%	5.8%	3.4%	4.6%
Other	3.6%	6.2%	5.0%	7.2%
Total	100%	100%	100%	100%

Prepared by USMA OPA (RAB) 29 January 1999
 Sources: 1 U.S. Census Bureau as of 1 March 1996
 2 DCSPER, Human Resources Directorate, Demographic Profile 28 Feb 97
 3 CIDB 6 January 1998



USMA CLASS COMPOSITION GOALS Classes 1997-2001

<u>Class Composition</u>	<u>Percent Goals</u>
Top Scholars (CEER > 649)	20 - 25
Outstanding Leaders (LPS > 649)	20 - 25
Outstanding Athletes (ODIA Interest)	20 - 25
Women	10 - 15
African Americans	7 - 9
Hispanic Americans	4 - 6
Other Minorities	4 - 6
Regular Army Soldiers	> 7
Reserve Component Soldiers	> 7



CBC MEMBERS WHO NOMINATED NO CANDIDATES FOR THE CLASS OF 2001:

Rep Earl Hilliard	AL - 7
Rep Eleanor Holmes Norton	DC
Rep Danny Davis	IL - 7
Rep Elija Cummings	MD - 7
Rep John Conyers	MI - 14
Rep Donald Payne	NJ - 10
Rep Melvin Watt	NC - 12
Rep Donna Christian-Green	VI
Rep Harold Ford	TN - 9



MINORITY RECRUITING INITIATIVES

- **Meeting with Congressional Black Caucus in March**
- **Project Outreach**
 - Increased tour length for Minority Outreach Officers
- **Summer Minority Admissions Program**
 - Cadets spend two weeks working with National Urban League affiliates in nine of the largest US metropolitan areas
- **Minority Staff and Faculty Visitation (FAVOR Program)**
 - Minority staff and faculty members volunteer their time to travel throughout the nation to visit candidates
- **Search Mailings**
 - Early identification of highly qualified minority students
- **Minority Visitation Program**
 - Fully funded by the AOG, it allows USMA to invite highly qualified minorities to visit West Point

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SUMMARIZED MINUTES
1998 BOARD OF VISITORS ORGANIZATION MEETING
MAY 2, 1998
WEST POINT, NY

1. MEETING CONVENED. The Spring Meeting of the 1998 United States Military Academy Board of Visitors was called to order by Lieutenant Colonel Joseph A. Dubyel, Executive Secretary, at 8:10 a.m., May 2, 1998, in the Superintendents Conference Room, Taylor Hall, West Point, NY.

2. ADMINISTRATIVE REMARKS. The Executive Secretary, Lieutenant Colonel Joseph A. Dubyel, announced for the record those present at the meeting:

Senator Jack Reed
Congressman Sue Kelly
Mr. James H. Bilbray
LTG (R) Marc Cisneros
Mr. Robert Lyford
Dr. Mady Segal
Mr. Jeffrey Smith

a. Also present were: Mr. David Davis, Legislative Assistant to Senator Hutchison; Miss Anne Lemay, representative of Representative McHugh; Mr. J.B. Hudson, representative of the Secretary of the Army; Lieutenant General Daniel W. Christman, Superintendent, United States Military Academy (USMA); Brigadier General Fletcher Lamkin, Dean of Academic Board; Brigadier General John P. Abizaid, Commandant of the United States Corps of Cadets; Colonel Randy Bookout, OCLL; Command Sergeant Major Jeffrey Kirk, USMA Command Sergeant Major; Colonel Patrick Toffler, Office of Policy, Planning, and Analysis; Lieutenant Colonel John Luther, Directorate of Academy Advancement; Major Steve Fleming, Aide-de-Camp to the Superintendent; Captain John Moellering, who will become the new Aide de Camp this summer; Lieutenant Colonel Joseph A. Dubyel, Executive Secretary; Ms. Gail D. Luster, Administrative Officer to the Board; Ms. Cynthia Kramer, member of Office of the Secretary of the General Staff; and Mr. Craig Gaines and Mr. Carmine Cocchia, Audio-Visual Support, Directorate of Information Management.

b. Lieutenant Colonel Dubyel advised the Board that the first order of business would be to elect an Acting Chair to conduct the meeting since neither the Chairman nor Vice-Chairman was present. The Chairman, Senator Cochran, has been appointed to the Naval Academy Board of Visitors and will no longer be on our Board. Lieutenant Colonel Dubyel asked for nominations. Mr. Jim Bilbray was unanimously nominated as Acting Chair for this meeting. Lieutenant Colonel Dubyel then turned the meeting over to Mr. Bilbray.

APPENDIX III

3. **ACTING CHAIRMAN'S REMARKS.** Mr. Bilbray requested the approval of the Organizational Meeting minutes from February 1998. A motion was made and approved by unanimous vote to approve minutes.

4. **REMARKS BY THE REPRESENTATIVE OF THE SECRETARY OF THE ARMY.**

The Acting Chairman recognized Mr. J. B. Hudson, Administrative Assistant to the Secretary of the Army. Mr. Hudson informed the Board that Secretary Togo West has been confirmed as the new Secretary of Veterans Affairs and that Michael Walker is the Acting Secretary of the Army. Mr. Hudson extended the Secretary's regret that he could not attend the Spring Meeting. He added his appreciation to the members of the Board for their input, guidance and evaluation of the Academy.

5. **SUPERINTENDENT'S REMARKS AND ISSUES UPDATE.**

a. **INTRODUCTORY REMARKS.** The Acting Chairman asked the Superintendent for his remarks and update to the Board on Academy issues since the Board's last meeting in February 1998. Lieutenant General Christman began by mentioning that he also appreciates the members' support of the Military Academy.

b. **MISSION STATEMENT.** The Superintendent informed the Board that alumni have been polled and have given the Academy feedback. Based on this feedback, a revised Mission Statement has been sent to the Department of the Army for approval. Mr. Hudson informed the Superintendent this morning of the Chief of Staff and Secretary of the Army's approval of the new Mission Statement. The Academy will dispense with a parallel purpose statement that did not mention the Army.

c. **CENTER ON PROFESSIONAL MILITARY ETHICS.** The Academy will establish a Center for Professional Military Ethic. The intent is to combine the instruction in Honor and Respect for Others. The Director will be a full Colonel, supported by an endowed civilian faculty chair and a small permanent staff that will help oversee the administration and teaching of the Honor and Respect for Others programs, begin the outreach to the Army to help drill sergeant academies, basic and advanced courses, and JROTC instruction in high schools on the value sets at the Military Academy that we think are so important.

Dr. Segal asked whether or not there would be feedback out into TRADDOC. The Superintendent informed the Board that General Hertzog thought it had enormous applicability in at least three areas: Drill Sergeant training, JROTC, and the Branch schools, Basic and Advanced. Lieutenant General (R) Cisneros asked if the main focus is sensitivity to others or the issue of Military Ethics. The Superintendent explained that the main focus is the Professional Military Ethic. He also explained that we tend to forget the other roles that an officer plays, linking to society, for example, the notions of commitment to civilian authority and constitutional responsibilities.

c. **PUBLIC FUNDING.** The Superintendent stated that additional funding is needed not only for the Academy but for the Army as a whole. The \$2.8 billion DOD supplemental which was passed will provide some relief. through Fiscal Year 98. The Superintendent stated that he

has already been forced to expend all of his discretionary funds; we are doing what the Army has done, for a long time, and that is to borrow from our capital overhead, our infrastructure repair, to fund training. The Academy has requested a \$10 million plus up in this Fiscal Year, followed by \$5 million more in 1999 to meet basic operating requirements. The outsourcing and privatization wedge (referring to chart), the result of a recently completed Quadrennial Defense Review, is too deep. The longer term goal is to make sure as we enter this POM (Program Objective Memorandum), we have a predictable planning level that will avoid these year to year fluctuations in funding which are unacceptable here given the contracts for professors, primarily, that we need to lock in a period that will provide predictability for General Lamkin.

d. **PRIVATE FUNDING.** The Superintendent stated that we are not going to ask the private sector to fund core programs to fix barracks roofs, for example, and academic buildings. Private donations will help with the "Margin of Excellence" Programs: Michie Stadium Athletic Complex, Indoor Pistol Range, Shea Track Stadium, Crew and Sailing Center, Indoor Tennis Facility and Academic Chairs. The Superintendent highlighted the proposed Lichtenberg Tennis Center, a \$5 million Tennis Center, funded entirely with private monies. The Lichtenberg Tennis Center will be made available to the community for membership and usage fees to support the operations and maintenance. However, it will be primarily reserved for the Men's and Women's tennis teams here.

The major ongoing fund raising effort is for \$25 million to build an Annex to Michie Stadium; again, not a cent of taxpayer money will go into this. Approximately \$9 million has been raised; intercollegiate sports will be the primary beneficiary. Lieutenant General (R) Cisneros expressed his concern that we are more and more increasing private funding. The board discussed this issue and concerns about the expectations of donors and the policy of naming buildings. The Superintendent noted that the Academy has a memorialization committee which reviews all naming recommendations and would update the Board on the naming guidelines for donors at a later meeting.

e. **IMPACT AID PROGRAM.** The President's budget for 1999 has "zero" money for impact aid in it. The Superintendent informed the Board that the local community has come to him requesting a land transfer, a small amount, in an area that we do not really use, for development to increase the local tax base. A feasibility study is underway. If the results of the study are favorable he will work with Congressman Sue Kelly for any necessary legislation.

Congressman Kelly explained that she testified last week at a Congressional Committee in support of getting the same amount or more of Impact Aid for the next Fiscal Year. Impact Aid is essential as over 93% of this community is non-taxable. It is either owned by the State or Federal Government, or it is the Hudson River. There is no way to generate the tax base needed to continue to provide a quality education for all students, both from the local community and from the Military Academy. Congressman Kelly added that this district is the most effected District in the entire nation.

Dr. Segal asked what kind of development would be likely on the land that is going to be transferred. The Superintendent explained that the intention of the local community is for it to

be a Business Park, not to include smoke stacks or be residential. It would be small business offices, little high-tech corridor perhaps along Route 9W fairly close to the current High School .

f. **INTERNATIONAL CADET PROGRAM.** The Superintendent stated that the International Cadet Program is absolutely invaluable to West Point. He pointed out that the first cadet from Slovenia is here, the first Croat came here two years ago, and we have, as a cadet, the son of Cambodian Prime Minister Quen-Sen. Experiencing different cultures is a valuable part of a cadet's development and preparation to be successful in today's world. Section 543 of Fiscal Year 98 National Offense Authorization Act limits to five the number of Cadets granted a full waiver. The impact is already evident. Panama has declined to send a cadet, as well as Latvia.

Colonel Jones next provided an update on the impact of the new legislation. Turkey will pay a partial waiver. Three countries are requesting a full waiver this year: Nicaragua, Croatia and Pergustan. Slovenia, Nicaragua, one Cadet from Columbia, and Panama, have declined to send a cadet because they cannot afford to pay even under the partial-waiver of \$45,000 per. Cadets from each of these countries were offered admission and the countries came back through the State Department to inform us that they cannot afford to send Cadets even at the partial-waiver. The Superintendents of each of the Academies intend to send a letter to their Chief of Staff and Service that simply outlines the importance of this program and explains the potential adverse impact upon the number of foreign students attending the Academies. The ensuing discussion highlighted the difference between average cost, which the legislation uses, versus marginal cost pricing, which is a more accurate reflection of the true cost of additional cadets. If marginal cost pricing was used then many countries could afford the cost.

g. **PRIVATIZATION OF THE HOTEL THAYER.** The Superintendent informed the Board that the contract was signed last month. This is a major step forward and privatization should be completed the second week in May. Civilian personnel concerns are being resolved now and renovations should begin this summer. The projections are that by the end of calendar year 2000, there will be a fully modernized and renovated slightly larger Hotel Thayer, but most importantly, with Conferencing Facilities so it can be sustained economically 12 months a year. The Superintendent thanked the Board and the Army for their support. Full authorization for the project is \$85 million but appropriations for \$12 million for Phase One. Phase Two and Three between 1999 and 2003 will bring this back to life.

h. **TELEVISION SERIES.** The Superintendent notified the Board that starting in June 1998 a Hollywood television crew will arrive at West Point to begin filming a new "made for TV" series called the "Long Gray Line." The funding is in place and the Department of the Army Public Affairs Office is providing assistance to the Academy staff on the script. The producer is excited about the kinds of involved changes that have been made in that script to make sure it's accurate. The producer wants to show the real life challenges of leadership development, of instilling of ethical precepts and behavior, of the challenges and the successes of operating in a diverse undergraduate environment as a cadet. The production company will film the 1-hour pilot that may be shown around the February timeframe in 1999. The Academy will give full cooperation as long as filming does not interfere with Cadet training and the Academic Program.

Dr. Segal expressed her concern for a potential disaster: putting gossip on TV and taking the challenges that may be the most difficult and the most unusual behavior scenarios of Cadet life. Lieutenant General (R) Cisneros expressed concern that at some point they are going to focus on dumb orders being given by dumb Generals. The Superintendent assured the Board that the Academy has complete authority over script content. He has personally reviewed the script. If Academy official disagree with any aspect of any script development, it will not be aired. The Superintendent concluded his remarks by stating the Academy needs the Board's support on the International Cadets piece, continued support for Arvin Gym, and Impact Aid.

6. DEAN'S UPDATE. BG Lamkin began his update by passing out a document entitled "Educating Army Leaders for the 21st Century". He explained that this is a significant document on a par with the Thayer System at West Point because we are connecting the Academic Program to the Army and instituting the mechanism by which the program may change with time. As the world changes and the needs of the Army change, so will the Academic Program. The Dean outlined the components to implement this program: a dynamic integrated curriculum involving the total cadet experience; an active cadet centered learning environment; a high quality faculty of senior military, junior military and civilian members; and modern facilities with the right kind of resources.. Dr. Segal stated that the Board members had the opportunity to observe some classes, and that she wished some of her colleagues at the University of Maryland could have been with her to see how it is done. The Dean stressed again that we must have the right Command climate so that we can inspire Cadets to the value set that we want them to have.

Dr. Segal requested an update on the results of the Command Climate Survey. The Dean will address them at the next meeting or provide some fact sheet handouts. Dr. Segal explained that she would like to take a look at them because the Board may be able to provide some suggestions to help. The Board also requested information about the assessments of achieving the academic goals, specifically, about the cultural goal. The Dean stated that the cultural goal was not one of the three reviewed this year but will be reviewed again next year. In the subsequent years they are going to be looking at two goals per year, but that they can address where they are in their assessment. Dr. Segal told the Dean that was fine.

Mr. Smith stated that one of the greatest responsibilities of the United States Military Academy, and of the Board, is to make certain we are truly educating the young men and women to be Officers and leaders of the nation in the next century. We not only have to train people who can act as young officers where they are under enormously difficult demands that require great judgment and sensitivity, but who can sit in the situation in the White House across from the President or Secretary of State and provide the highest quality military advise at that level. The Board then discussed several topics including Tactical Officers' comments that there was too much stress on being like a Harvard or Yale, criticism from alumni, and how the Board could help.

Mr. Smith recommended that the Board endorse and encourage the continuation of current Academic Program initiatives not just at West Point, but throughout the rest of the Army as well because it is significant. The Superintendent stated that it would greatly help our articulation to

the Alumni. Dr. Segal added a note to include periodic updates to the Board on the Assessment of the Academic Program. The Board unanimously concurred.

7. COMMANDANTS UPDATE. The Commandant began his remarks by emphasizing the key to successful programs here at West Point is just as everyone had been discussing – there must be balanced people, balanced programs, and the right level of Military Training, Physical Training, Moral Ethical Training and total overall education to prepare these young men and women to go out and lead our great Army.. He stated the key point is to emphasize positive leadership in a Four-Class System, not a Fourth Class System. Young officers today must be concerned about a much wider and more complex range of issues than during World War II. They must know the rules of the Dayton Peace Accords, make strategic decisions every day that may impact on the United States at that very moment and with CNN right next to them.

Dr. Segal offered a motion for the Commandant's Program similar to the motion for the Academic Program. The motion applauds the efforts the Commandant has made to adapt the leadership training to what we see as the role of Army leaders in the next century, and at the same time, asks that the Board continue to be informed on the assessments of how it is working. The motion was carried unanimously.

The Commandant next outlined the Sandhurst Competition. Dr. Segal remarked it is really wonderful to see the addition of TAC NCO's. During the Board's discussion with them, the Tactical NonCommissioned Officers expressed a need for additional preparation to adjust and learn about West Point before an assignment to the Academy. She stated that a shortened version of the Graduate Program that is done with the TAC Officers would be valuable to give them more of a breath of understanding of what the Academy is trying to accomplish and how their role fits in with that. Dr. Segal added her complete support for the TAC NCO concept.. The Commandant responded that the Non-Commissioned Officer program here certainly could be increased with the degree to socializing them towards what is done here at West Point. Currently, the Academy has a two-week TAC Course for TAC NCOs. The Commandant agreed an increased program would be beneficial.

The Commandant next provided an update of changes to the military Program, specifically at Cadet Basic and Cadet Field Training, focusing on positive leadership and intense tough military training. He also outlined several of the other components of summer training to include Cadet Troop Leader Training and Military Advanced Individual Development Programs. The Commandant also provided some data on factors indicating the state of discipline and morale within the Corps of Cadets emphasizing and ensuring the Board that the members of Corps of Cadets, with few exceptions, are wonderful men and women. Dr. Segal requested an update on the assessment of the respect for others program. She asked that the Board be kept up to date as the assessments are done. The Commandant said he would.

8. ADMISSIONS UPDATE. COL Jones provided a comparison of admissions progress for recent years focusing on the demographic composition for the Classes of 1998 through 2001. He next gave an update on the admissions status for the Class of 2002 noting that this is an extremely strong class in terms of qualifications and number of admissions at this time in admission cycle. Every class composition goal will be met except for the African-Americans

goal. He noted that the Academy increased this goal for the Class of 2002, from 7-9 % to 10-12%. Current indications are that the composition of the class will be about 8 % African –American. In answering a question by Dr. Segal, COL Jones stated that the African-American population for the Class of 2002 would be about 60% male and 40% female. He continued with an explanation of admissions activities – direct mail, adding the Admissions Office email address to the Web page, initiating recruiting efforts with a younger audience (the Admissions office is already in contact with potential members of the Class of 2006), and the use of CDs and videos in a self contained package by Admissions officers while traveling on recruiting trips.

Senator Reed mentioned that one problem with recruiting might be that counselors at the schools have outdated impressions and information not only about the Academy but also about the Army. The Board’s discussion focused on possible ways for members of Congress to assist in recruiting efforts perhaps for the Academy to work through district offices to reach the local schools.

Colonel Jones stated that we used to sponsor educator visits here, and we paid for them to come in, but that is one of the programs ended with budget cuts a few years ago. The Superintendent stated that he thought Senator Reed has an excellent point. He added that he thinks all of us share his sentiment exactly on the notion of high-school guidance counselors, and we have really tried to reach and assist them through an admissions video. The first feed back has been very, very positive.

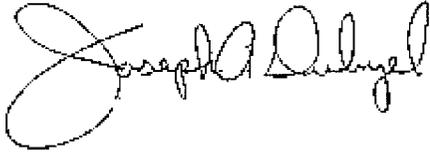
9. ELECTION OF OFFICERS. The Acting Chairman, Mr. Bilbray, moved on to the election of a new Chairman. Mr. Bilbray opened the floor for nominations. Senator Hutchison was elected Chairman by unanimous voice vote of the members present.

10. SELECTION OF BOARD MEETING DATES.

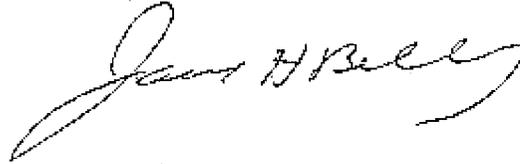
a. Visits to Summer Training. This summer, interested Board members will observe Mounted Maneuver Training (MMT) at Fort Knox, Kentucky. Mr. Bilbray mentioned that the dates previously chosen for the Summer Training Visit may not be best for Congressional members to attend due to legislative requirements before the August break. Senator Reed agreed. The Superintendent said that we would take a look at the dates. Lieutenant Colonel Dubelet told the Board that we would come back to them with recommendations. He noted the Board agreed to arrive on a Sunday evening. Monday would be spent visiting MMT, and departure would be that evening or on Tuesday morning. This is an offer to visit Summer Training, not a meeting per se. We would look at the calendar again and come back to the Board with alternatives. The Superintendent asked the Chairman if there was anything else. Mr. Bilbray stated he didn’t think there was anything more to cover for the Board.

b. Mr. Lyford added that he would just like to say that after two years on the Board, this has been one of the most productive meetings. The Academy is moving in the right direction on a lot of fronts. Dr. Segal added that the Board also appreciates the opportunities they had to visit classes and visit with the TACs. Mr. Lyford voiced his agreement.

11. **ADJOURNMENT.** The Superintendent thanked the members for their attendance and attention. There being no further business to discuss, the meeting was adjourned.



JOSEPH A. DUBYEL
Lieutenant Colonel, U.S. Army
Executive Secretary
United States Military Academy
Board of Visitors



JAMES H. BILBRAY
Vice Chairman
United States Military Academy
Board of Visitors

AGENDA
UNITED STATES MILITARY ACADEMY BOARD OF VISITORS
SATURDAY, 2 May 1998, 08:00-10:15
Superintendent's Conference Room (SCR), Taylor Hall
United States Military Academy, West Point, New York

0800-0915	Call to Order Administrative Remarks Elect Chairman Chair's Remarks Approval of Spring Meeting Minutes Remarks and Update by Administrative Assistant to the Secretary of the Army Superintendent's Remarks and Issues Update	LTC Dubyel Board Members TBD Board Members Mr. J.B. Hudson LTG Christman
0915-0930	Review of Academic Program	BG Lamkin
0930-0950	Review of Military & Physical Programs	BG Abizaid
0950-1000	Briefing on the Class of 2002	DAD
1000-1015	CLOSING SESSION Closing Remarks/Next Meetings Adjournment	Chairman

ENCLOSURE 1
APPENDIX III



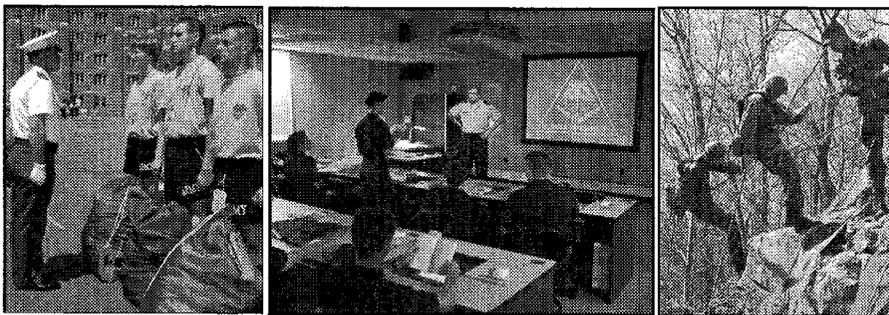
WEST POINT'S MISSION

Preparing Cadets for the Profession of "Officership"

Duty, Honor, Country



USMA Mission



To educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country; professional growth throughout a career as an officer in the United States Army; and a lifetime of selfless service to the Nation.

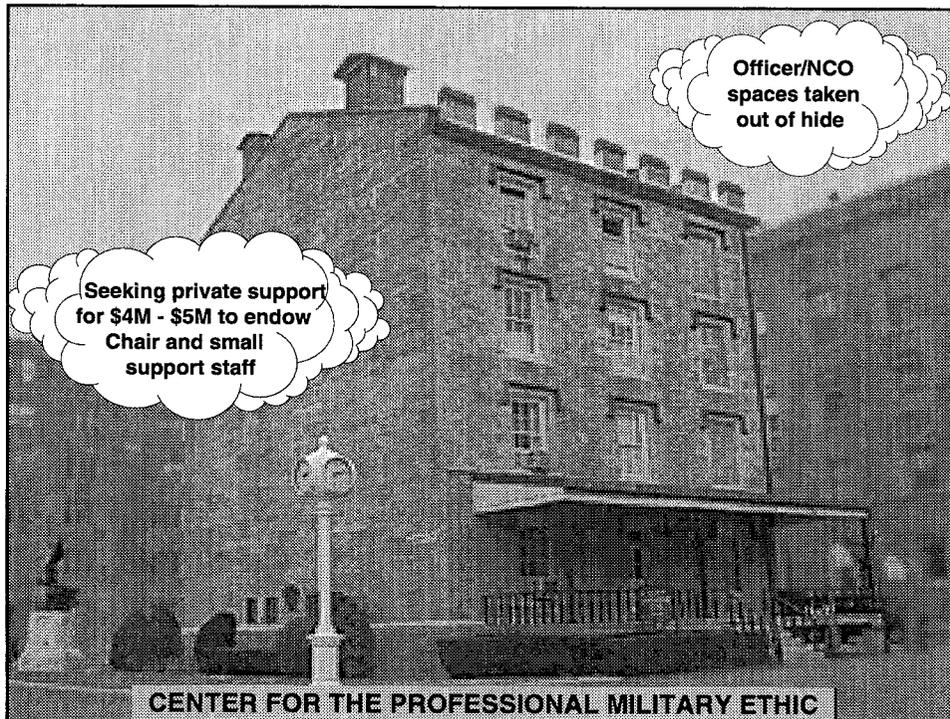
Duty, Honor, Country



CENTER FOR THE PROFESSIONAL MILITARY ETHIC

- Support the teaching of the Army's Professional Military Ethic to the Corps of Cadets
 - Develop a four-year PME course of instruction
 - Author materials for ethics instruction
- Oversee administration of the *Honor and Respect for Others* Systems within the Corps of Cadets
- Develop outreach to the Army and other institutions on the subject of professional ethics
- Conduct research on the Professional Military Ethic and its evolution

Duty, Honor, Country





RESOURCE OVERVIEW

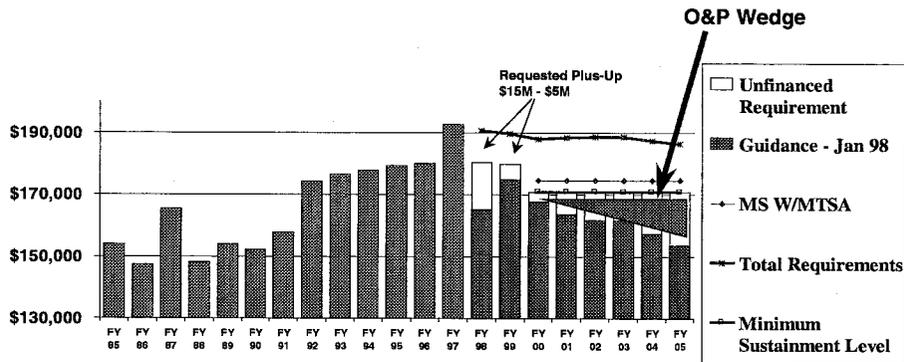
Critical Need for Maintenance & Repair Funds

Duty, Honor, Country



OMA 85-05 ASSESSMENT

Comparison -- Minimum Sustainment Level
vs Jan 16, 1998 Guidance
Constant FY98\$



Bottom Line: West Point is insufficiently funded!

Duty, Honor, Country



NEED FOR ADDITIONAL MAINTENANCE & REPAIR FUNDS

- Unfinanced requirements for critically needed maintenance and repair projects are approximately \$15M for this FY
 - Have exceeded all discretionary funds
 - Critical projects must be funded this year to provide for essential quality of life and academic reaccreditation
 - Personally seeking additional M&R funds now from DA. Need minimum of \$10M this FY to award contracts for barracks and Mahan Hall; ideally, \$15M this FY and \$5M in '99 provide optimal program to address needs

Private contributions have increased substantially, but are focused on "Margin of Excellence" initiatives, not "Core" needs

Duty, Honor, Country



CRITICAL UNFINANCED OMA PROJECTS

FY98 - \$15M

- Int Repairs, Sherman Bks w/BIT
- Ext Repairs, Sherman Bks & roof
- Ext Repairs, Mahan Hall Ph 1a
- North Formation Area & Sewers
- Clean-up, Pistol Range
- Int Repairs, Ike Hall: Ball Room
- Int Repairs, Ike Hall: Snack Bar
- Misc Int Repairs, Ike Hall
- Ext Repairs, Mahan Hall Ph 1
- Correct Water Infiltration,
Bldgs: 685, 757, 601, 745, 663
- Paving: Clinton, Central, Brewerton,
Scott, Jefferson, Old South
- Repave Howard Road
(Flirty to Ruger) w/Sewer

FY99 - \$5M

- Int Repairs, Ike Hall: Crest Room
- HVAC, Indoor Marksmanship Facility
- Ike Hall Elevator Rehab
- Replace Gillis Roof (Built Up Only)
- Replace Gillis Track
- Ext Repairs, Mahan Hall Ph 1b
- Life Safety, Bldg 667a

Duty, Honor, Country



O&P WEDGE

- Last USMA Forum I outlined concerns with the methodology to determine USMA share of O&P
- Since then, we have:
 - Initiated outside agency review of USMA manpower requirements, expect results mid-June
 - Met with ACSIM experts and continue to work the issue
- Will keep an open mind, however, strongly believe we face faulty assumptions

Bottom Line: Restoring a rational long term sustainment level is USMA's highest priority!

Duty, Honor, Country



PRIVATE FUNDING

**Critical Support for "Margin of Excellence"
Programs and Facilities**

Duty, Honor, Country

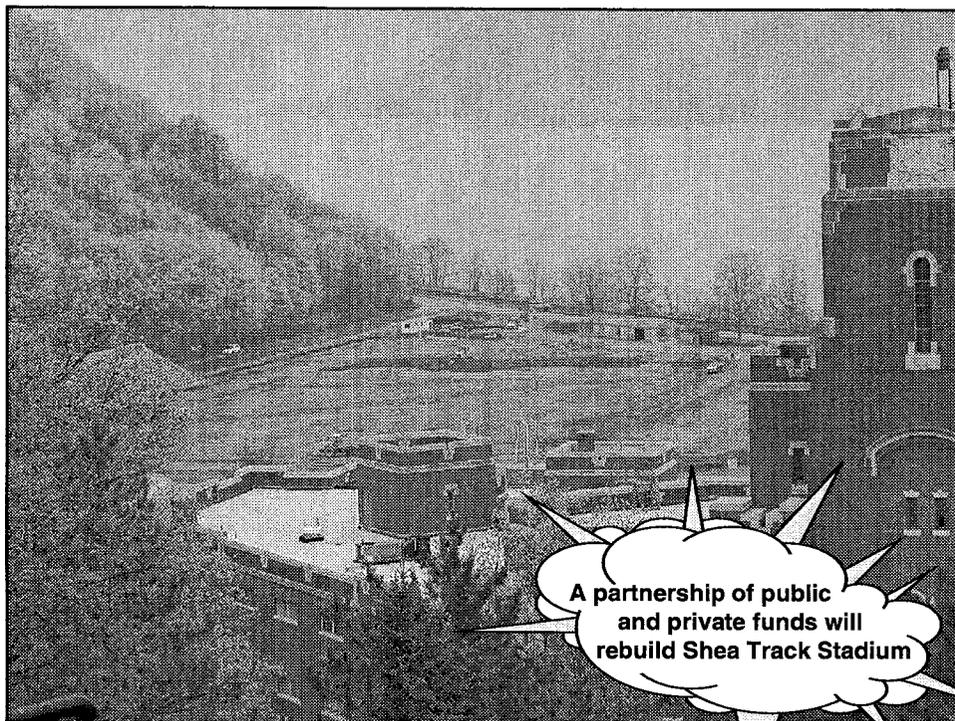


THE SOLUTION

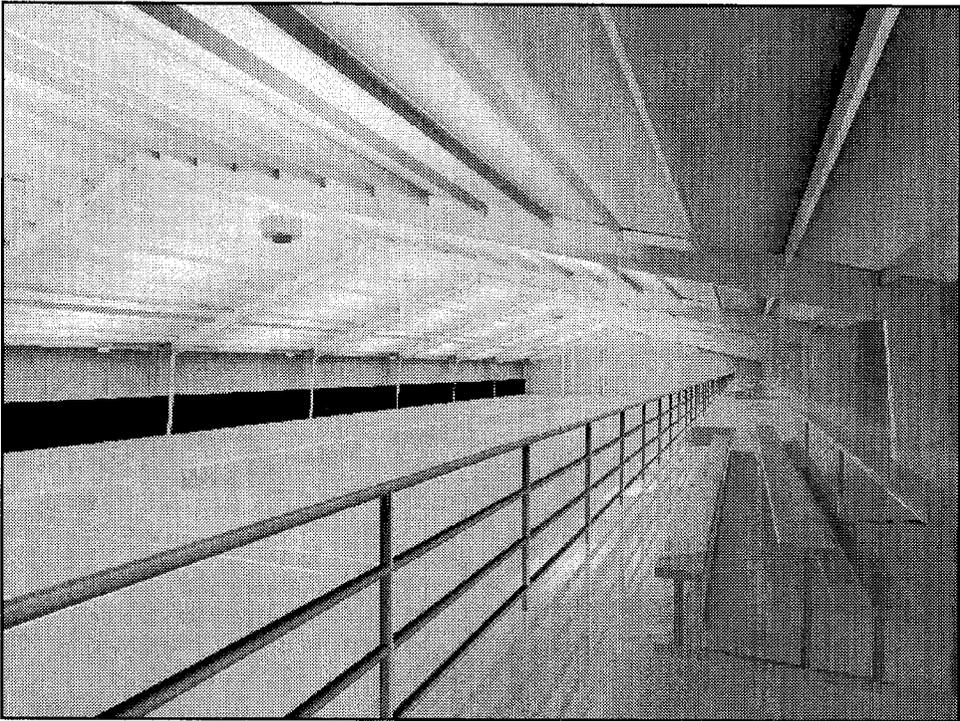
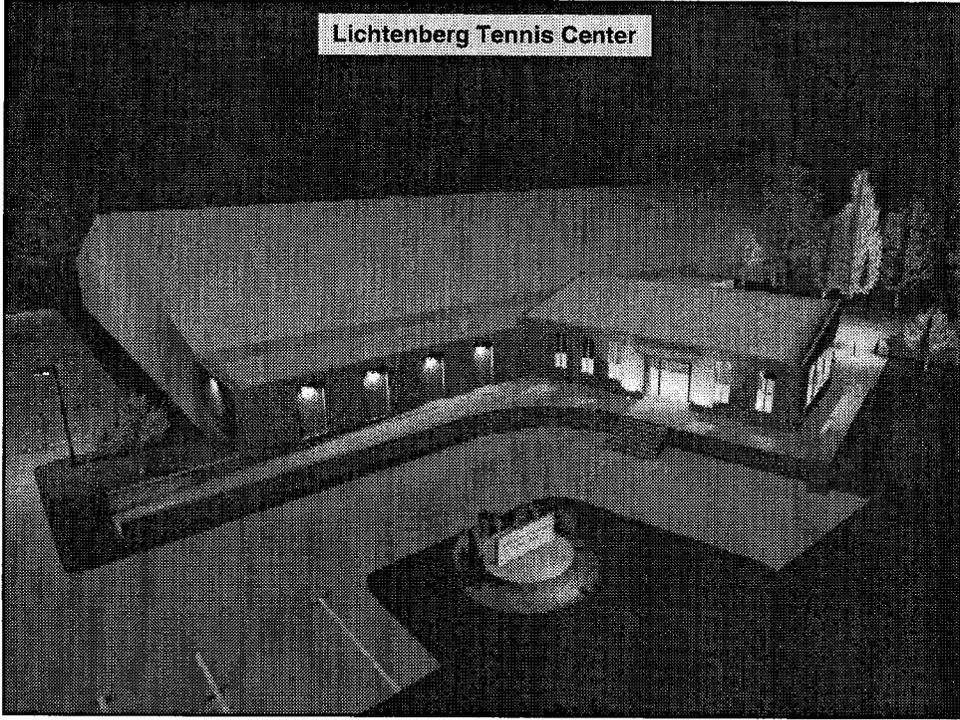
A combination of Private and Government funds:

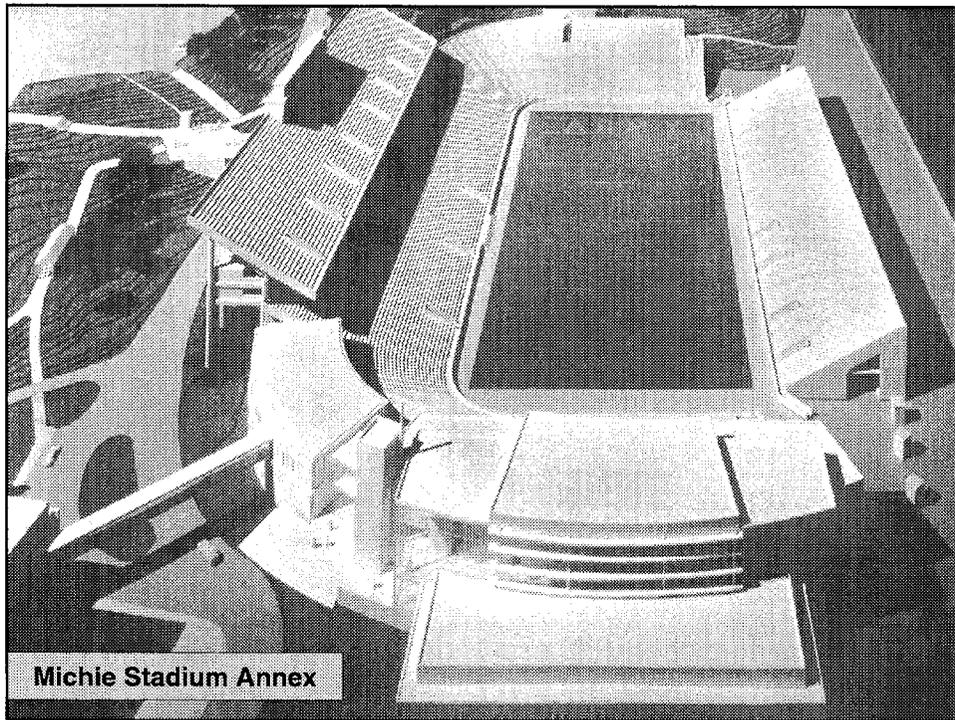
- ✓ **Government Funds** → “Core” Programs
 - Barracks, Academic Buildings, Arvin Physical Development Center, Outdoor Track
- ✓ **Private Funds** → “Margin of Excellence” Programs
 - Michie Stadium Athletic Complex, Indoor Pistol Range
Shea Track Stadium, Crew and Sailing Center
Press Box, Indoor Tennis Facility, Academic “Chairs”

Duty, Honor, Country

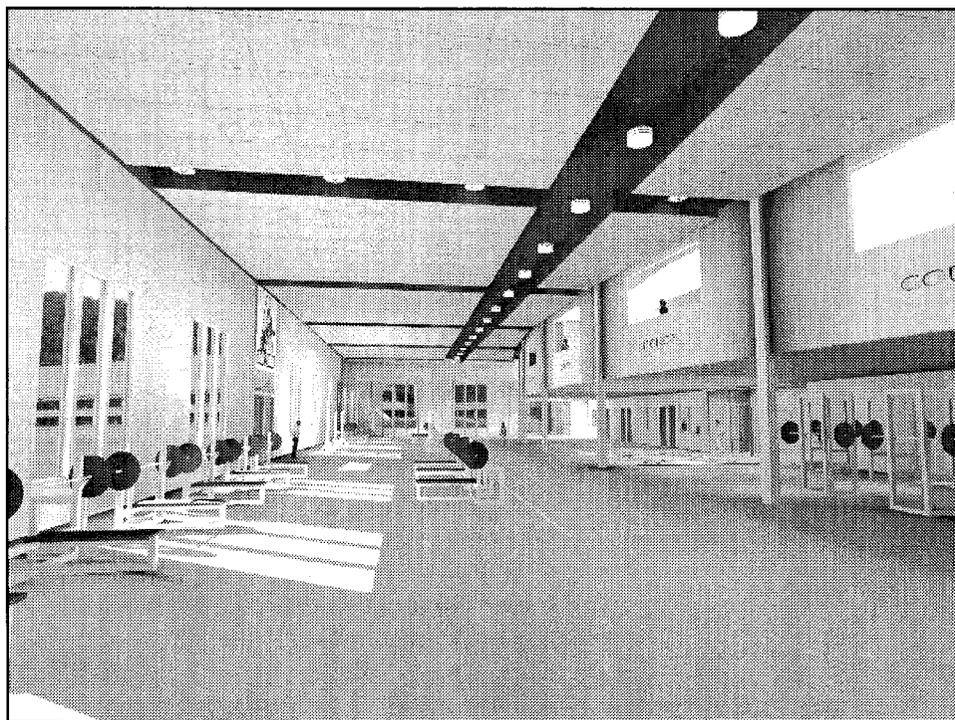


Lichtenberg Tennis Center





Michie Stadium Annex





BICENTENNIAL CAMPAIGN PLAN Categories & Examples

BRICK AND MORTAR

- | | |
|-----------------------------|-------------------------------|
| Michie Athletic Annex | Indoor Pistol and Rifle Range |
| Press Box & Elevator | Crew and Sailing Center ✓ |
| Lichtenberg Tennis Center ✓ | Shea Stadium Renovation ✓ |
| Thayer Walk ✓ | Indoor Golf Practice Facility |

FOCUSED ENDOWMENTS

- | | |
|--------------------------------------|---|
| Cadet Activities | Support for "Bedrock Values"
(Integrity and Respect) ✓ |
| Academic Programs and
Chairs ✓✓✓✓ | |



LOCAL COMMUNITY

- **Impact Aid remains a concern**
 - \$24M Appropriated in FY98, \$1.2M to Highland Falls/Fort Montgomery Central School District
 - President's Budget for FY99 includes \$0 in Impact Aid, Congress has yet to consider
 - **Looking at land for possible transfer**
 - If truly "excess," could help local tax base, and, hence, local school funding.
- * USMA has 146 families dependent on the quality of local schools



INTERNATIONAL CADET PROGRAM

**An Invaluable Contribution to the
Corps of Cadets and to America**

Duty, Honor, Country



**This is a period of great promise but also of
great uncertainty . . . Without our leadership
and engagement abroad, threats will fester
and our opportunities will narrow.**

- National Security Strategy

**The national military strategy of flexible and
selective engagement addresses the
challenges and opportunities of the next
century . . . We must apply all our strengths
and work with allies and friends to assure
stability in a troubled and complex world.**

- National Military Strategy

Duty, Honor, Country



INTERNATIONAL MEMBERS OF THE CORPS OF CADETS

- Bulgaria 4
- Croatia 3
- Romania 2
- Estonia 2
- Poland 2
- Latvia 1
- Slovenia 1
- Turkey 3
- Cameroon 3
- Trinidad 3
- Barbados 3
- Costa Rica 3
- Honduras 1
- Guatemala 1
- Thailand 1
- Korea 1
- Cambodia 1
- Singapore 1
- Malaysia 1

Duty, Honor, Country



INTERNATIONAL CADET PROGRAM

- **Previous Title 10 Legislation**
 - Max of 40 foreign cadets per Academy enrolled at any time
 - These are in addition to the authorized strength of the Corps
 - Foreign nations reimburse the U.S. for education costs
 - SECDEF may waive reimbursement requirement
- **Changes to the Program (FY98 NDAA, Sect 543)**
 - Cost waiver may not exceed 35% of the per-cadet reimbursement
 - Cost waiver may be granted to only five cadets per Academy

Return to the previous legislation is in the best interests of the Service Academies and future American international security interests.

Duty, Honor, Country



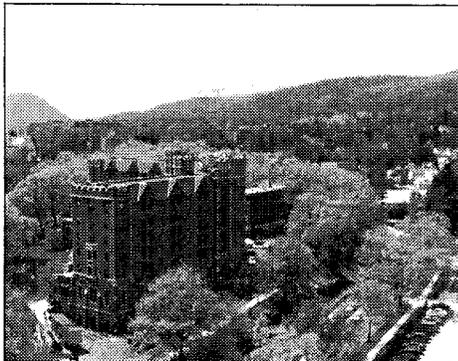
OTHER ISSUES

- Thayer Hotel
- Arvin Physical Development Center
- Television Series Focused on USMA

Duty, Honor, Country



HOTEL THAYER



Success achieved!

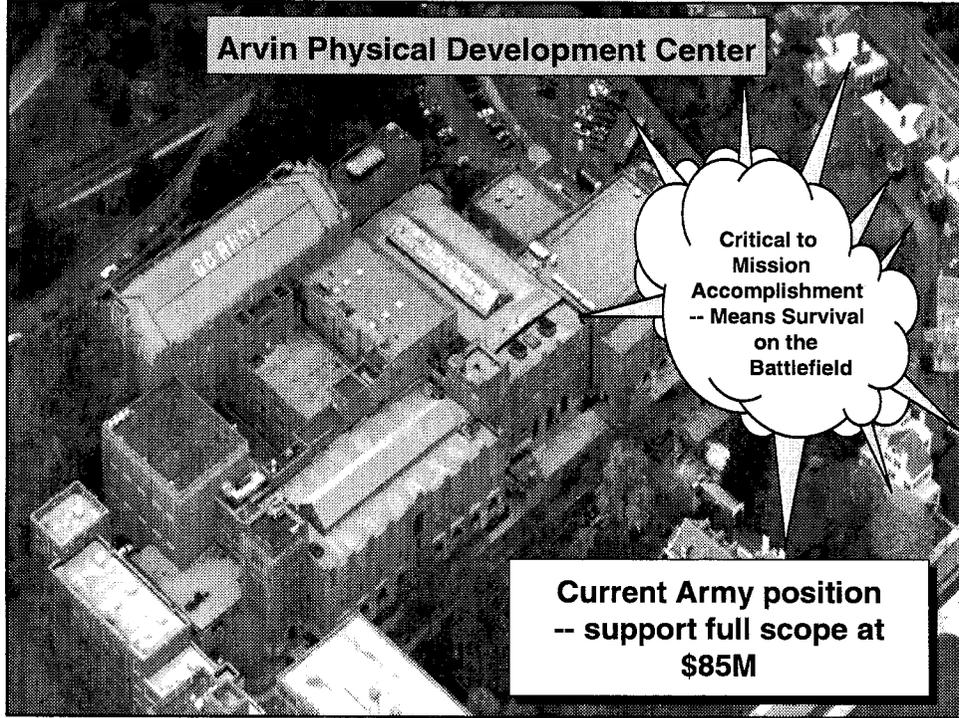
Congress notified 12 Jan 98

Formal contract has been signed

**A significant privatization effort;
restoration of historic facility with no
appropriated funding involved**

**Anticipated construction start Jul 98;
expected completion by Dec 00**

Duty, Honor, Country





United States Military Academy

**WE NEED FROM BOV:
A Review and Summary**

- **Support for adequate Army and USMA funding**
-- "Bosnia Supplemental" key!
- **Revised legislation on international cadets**
-- Now is the wrong time to limit foreign cadets
- **Continued support for Arvin Physical Development Center**
- **Continued support for Federal Impact Aid Program**

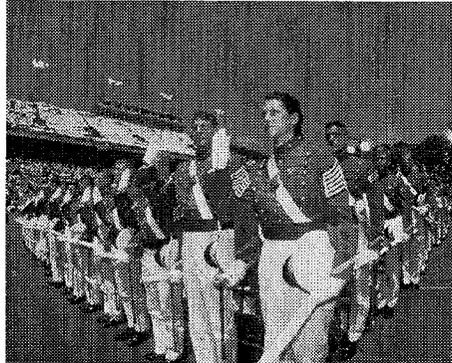
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Duty, Honor, Country

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Academic Program Briefing to the Board of Visitors



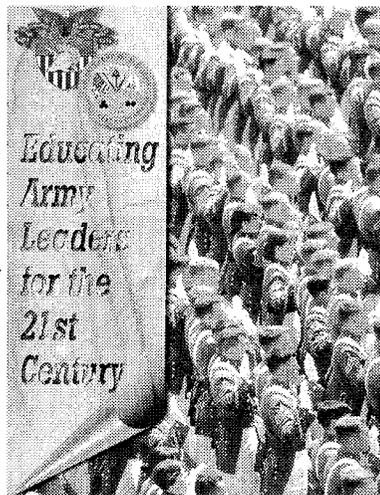
*BG Fletcher M. Lamkin
Dean of the Academic Board*

Duty, Honor, Country



Dean's Vision

- **Dynamic, integrated curriculum based on Army needs**
 - achieves interdisciplinary goals
 - prepares 21st Century Army Officers

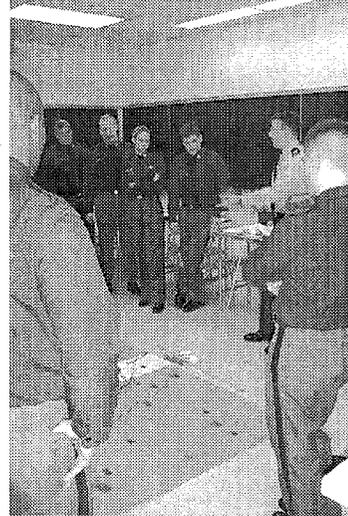


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Dean's Vision (continued)

- **Cadet-centered, active-learning environment**
 - promotes academic excellence
 - inspires cadets



Duty, Honor, Country



Dean's Vision (continued)

- **High quality teaching faculty**
 - blend of excellence
 - learning and growing
 - supporting the Army and the community

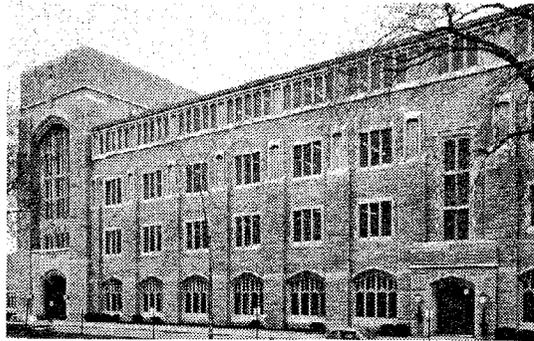


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Dean's Vision (continued)

- **High quality resources to accomplish the mission**
 - facilities & equipment
 - funds
 - personnel



Duty, Honor, Country



Dean's Vision (continued)

- **Command climate reflecting Army values**
 - promotes excellence
 - inspires selfless service
 - provides satisfaction and growth



Duty, Honor, Country



“Implementing the Vision”



Integrate the Curriculum

- Publishing EAL 21
- Evolving Curriculum
– Core →

Cultural Perspective Goal
 HI 103/104
 LX 203/204
 PY 201
 EV 203
 SS 307
 PL 300-After Next
 SS 201/ 202-Connected
 Math-Science Integration
 Projects

- Electives →

BS&L - Enhance research
 methods
 Chem - Interdisciplinary study
 DFL - Media Course
 Physics - Integrate Courses
 SS - Army Applications
 Environ Econ
 SE/EECS/BSL-
 Info Systems Engineering



United States Military Academy

Implement the Assessment System

- ✓ **Implemented:**
 - Commanders' Survey
 - New First Class Survey
 - New Fourth Class Survey
- ✓ **Developed Embedded Assessments in Core**
- ✓ **Assessed Final 3 Goals**
- ✓ **Conducted Departmental R&As**
- ✓ **Designing Graduate Survey**
- ★ **Conducting MSA and NCAA Self Studies**

Duty, Honor, Country

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United States Military Academy

Foster Active Learning

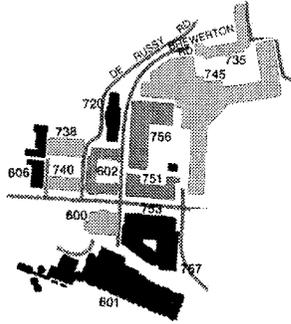
- ✓ **Departmental Ongoing Faculty Development**
- ✓ **CTE Programs and Publications**
- ✓ **USMA Teaching Conference**
- ✓ **Active Learning Concept Paper**
- ✓ **CTE Endowments**
- ✓ **Apgar Award**
- ✓ **Multimedia Designers OPCON to CTE**
- ✓ **CEP Programs**

Duty, Honor, Country

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Upgrade Information & Learning Technology



- ✓ Fast Ethernet 10/100MB
 - . Network (BIT)
- ✓ 3-5 Year InfoTech Revitalization Plan
- ✓ Faculty and Lab Computer Upgrades
- ✓ CTE Endowments
 - . TALENT Initiative
- ✓ Library Electronic Resource Networking
- ✓ CARI Information Management Project
- ✓ Excalibur Electronic Retrieval Project

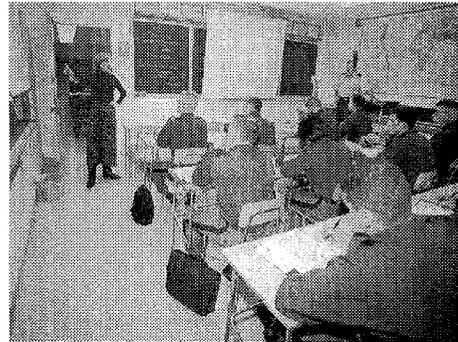
Duty, Honor, Country



Maintain High Quality Faculty



- ✓ FA47 Structure/Promotion Plan
- ✓ Civilianization
- ✓ Endowed Chair Policy
- ✓ Personnel Studies
 - ABC + Admin Review = Manpower
- ✓ OPMS XXI and New OER



Duty, Honor, Country

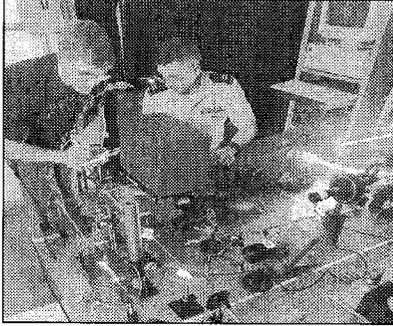
United States Military Academy



Support Faculty and Cadet Research



- ✓ Published Grant Policy
- ✓ Expanded Research Opportunities
- ✓ Expanded Teaching/Research Fellowships
- ✓ Refined and Increased AIAD Army Research Opportunities
- ✓ Implemented Project InterMath



Duty, Honor, Country

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United States Military Academy



Upgrade Facilities & Equipment



- ✓ Implemented facilities regulation
- ✓ Progress on major projects
 - Mahan Hall
 - Library HVAC
 - Chemistry Labs
- ✓ Conducted Internal Custodial Tasks Study
- ✓ Conducted Departmental XO/ Building Comdt Meetings



Duty, Honor, Country

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Enhance Financial Management



- ✓ Controlled civilian payroll
- ✓ Integrated fiscal analysis into department R&As
- ✓ Increased external and decreased internal funding for AIADs
- ✓ Increased department-level involvement



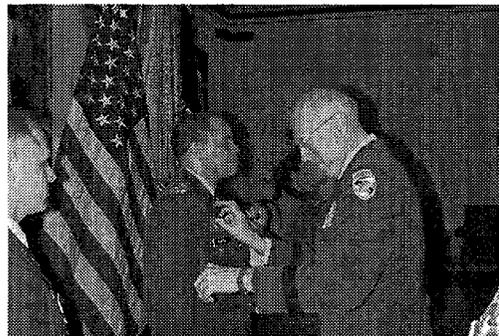
Duty, Honor, Country



Enhance Command Climate



- ✓ Implemented Command Climate Survey and Feedback Process
- ✓ Implemented MSA Self Study
 - Faculty
 - Diversity
- ✓ Developing Ethical Responsibilities of Faculty Members



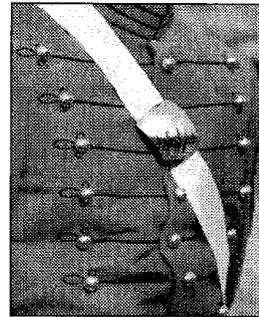
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United States Military Academy

Update on the Commandant's Programs to The Board of Visitors

**BG John P. Abizaid
Commandant of Cadets**



Duty, Honor, Country

Prepared by: USMA, OPA 6/17/99 11:31

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United States Military Academy

Com's Vision for the Corps

- **Increased Responsibility for Corps Leaders--
Enforce the Standards**
- **Privileges Commensurate with Added
Responsibility - 1^o and 2^o**
- **Destruction of Meaningless/Debasing
Leadership Techniques**
- **Focus on Units, --- Chain of Command
Paramount, Tough Training Essential**
- **Lead the Army; Teamwork, Discipline, Values**

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Military Program Major Components

Military Training

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

Cadet Professional Development

- Honor/Respect Instruction
- Leader Training
- Conduct/Duty Concept

Military Science

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



Military Environment

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

Duty, Honor, Country



Cadet Basic Training '98

- **Tough, Demanding, Standards Based**
- **Field Time**
- **Increased Road Marches**
- **Combatives**
- **Basic Rifle Marksmanship**
- **Remediation Plan---Spring Leave**
- **Warrior Forge**



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CBT COMPLETION REQUIREMENTS

- 75' RAPPEL
- 90% KNOWLEDGE & MQS1 SKILLS
- COMPLETE "CONFIDENCE OBSTACLE COURSE"
- QUALIFY w/ M16 RIFLE
- MASK CONFIDENCE EXERCISE
- FIELD TRAINING EXERCISE
- 4 of 6 MARCHES -- ONE MUST BE MARCH OUT OR BACK FROM LAKE FREDERICK
- PASS 50 POINT APFT
- THROW LIVE HAND GRENADE
- COMPLETE THE "WARRIOR FORGE" (SQUAD EXERCISE)



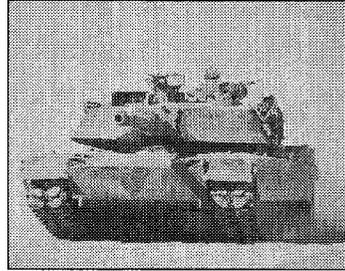
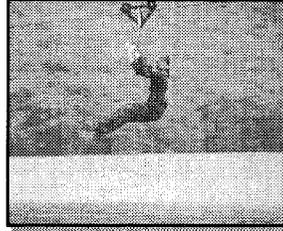
CBT Environment

- 0530 PT Mon-Sat
- No Weekend or Parent Visitation until Acceptance Parade
- Increased Bivouacs--13 nights
- 9 Road Marches
 - Culminates with a 15 Miler from Lake Frederick
- Corrective Exercises
 - PU's or 1 of 3 Alt Exercises
- No Tobacco Use--All Assigned
- No PX use



Summer '98-- CADET FIELD TRAINING

- Military Qualification Standards Training
- Viking Thrust
- Mounted Maneuver Training
- RECONDO



Duty, Honor, Country



Mounted Maneuver Training - Fort Knox

- SIX DAYS OF EXPOSURE TO HEAVY COMBINED ARMS MANEUVER AND SIMULATIONS
- CULMINATES IN FORCE ON FORCE BATTLE
- EXPOSES CADETS TO:
 - PATRIOT
 - AVENGER
 - PALADIN
 - BRADLEY
 - ABRAMS TANK
 - MLRS
 - SIMNET
 - UCFT
 - DRIVER TRAINER
 - RCMAT ENGAGEMENT
 - LIVE FIRE GUNNERY
 - MOUNTED BREACH OPS



Duty, Honor, Country



1998 CTLT/DCLT LOCATIONS

CTLT CONUS

<u>LOCATION</u>	<u>ALLOCATION</u>
Fort Benning	17
Fort Bliss	14
Fort Bragg	107
Fort Campbell	78
Fort Carson	45
Fort Drum	30
Fort Eustis	10
Fort Gordon	6
Fort Hood	133
Fort Huachuca	8
Fort Irwin	35
Fort Leonard Wood	3
Fort Lewis	5
Fort Polk	18
Fort Riley	22
Fort Sill	55
Fort Stewart	67

CTLT OCONUS

<u>LOCATION</u>	<u>ALLOCATION</u>
Alaska	14
Hawaii	20
Korea	79
Panama	18
USAEUR	85
TOTAL	216

CTLT Total 875

DCLT

<u>LOCATION</u>	<u>ALLOCATION</u>
Fort Benning	70
Fort Jackson	60
Fort Leonard Wood	40
Fort Sill	20
TOTAL	190

TOTAL 659

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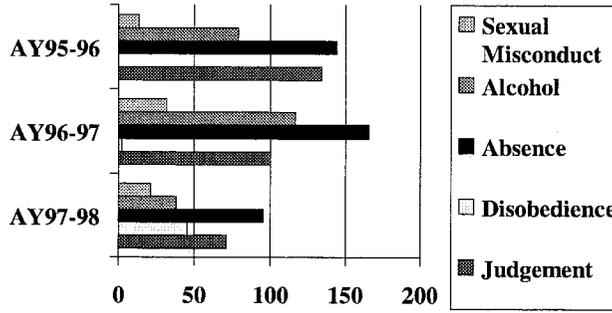
Military Individual Advanced Development Schools

SCHOOL	QUANTITY
Combat Divers Qualification Course	18
Joint Readiness Training Center	15
Northern Warfare	7
Naval Salvage Divers Course	25
Sandhurst	18
Sapper	20-30
Survival, Evasion, Resistance and Escape	6
Special Reaction Team	30
Air Assault	455
Airborne	500
Combat Maneuver Training Center	10
Combat Survival Training	180
Close Quarters Combat	18
JumpMaster	6
French Jump School	10
OPFOR	81
Total Slots	1379



Discipline Overview

Most Frequent Offenses



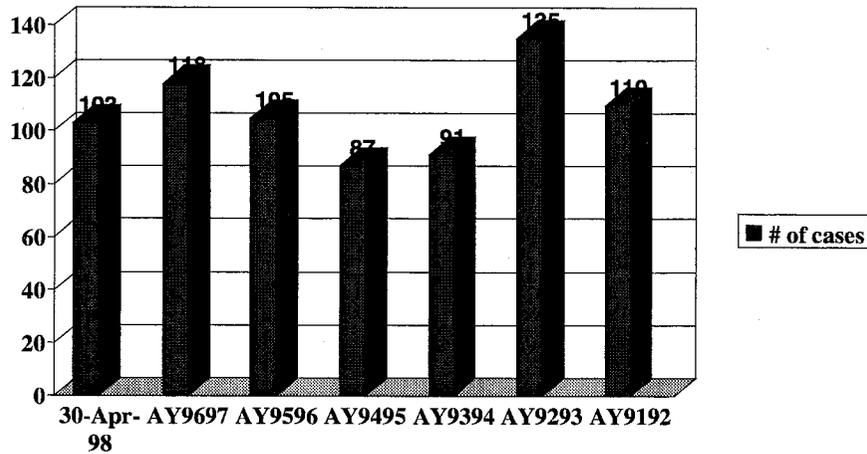
Reporting in AY98 shows disobedience as a new category

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Honor

Annual Case Load Comparison



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Indicators of Self-Confidence & Morale (Classes of 1994-1997)

Item	Women	Men
Would you advise promising high school students to apply to USMA, assuming they are considering military service? (% yes)	86%	85%
In retrospect, are you proud of your decision to attend and remain at USMA? (% yes)	91%	87%
I believe I am fully ready to serve as a commissioned 2nd Lieutenant. (% agree)	95%	94%

Prepared by: USMA (OPA/IRA), 12 May '97
Source: First Class Questionnaires Classes of '94, '95, '96 & '97

(Indefcon1.chi jw/dm)



Cadet Environment Commander's Intent

- **DUTIES - UNIT VERSUS CLASS EXECUTION**
- **PROMOTIONS - REINFORCE RANK OVER CLASS, TIE PROMOTION TO PERFORMANCE/RESPONSIBILITY**
- **PRIVILEGES - INCREASE PRIVILEGES COMMENSURATE WITH RESPONSIBILITY, TIE TO RANK AND PERFORMANCE**
- **ENVIRONMENT - TIE TO ARMY WHILE PRESERVING TRADITION**



Physical Program Major Components

Core Coursework Curriculum

- 4th Class:
 - Combatives I
 - Boxing (M), Self-Defense I (W)
 - Gymnastics
 - Swimming
 - Introduction to Fitness and Wellness
 - Plebe Fitness Test (PFT)
- 3rd Class:
 - Combatives II
 - Grappling (M), Self-Defense II (W)
 - Close Quarters Combat
 - Personal Fitness
 - Yearling Fitness Test (YFT)
- 2nd Class:
 - Lifetime Sport
 - Unit Fitness
 - Indoor Obstacle Course Test (IOCT)
- 1st Class:
 - Lifetime Sport
 - Master Fitness Trainer Capstone
 - First Class Fitness Test

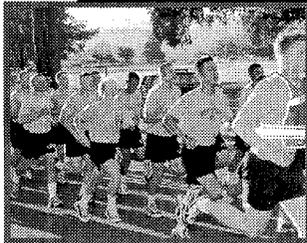
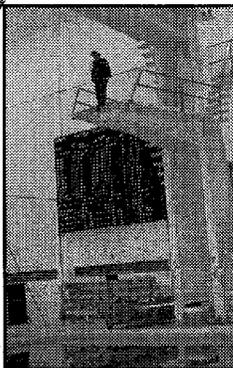
- Army Physical Fitness Test
- Competitive Sports
 - Intercollegiate
 - Competitive Clubs
 - Intramurals
- Team Contact Sport Experience
- SAP Weight Management (oversight)
- Physical Individual Advanced Development
- Summer Physical Training
 - Cadet Basic Training
 - Cadet Field Training



Duty, Honor, Country

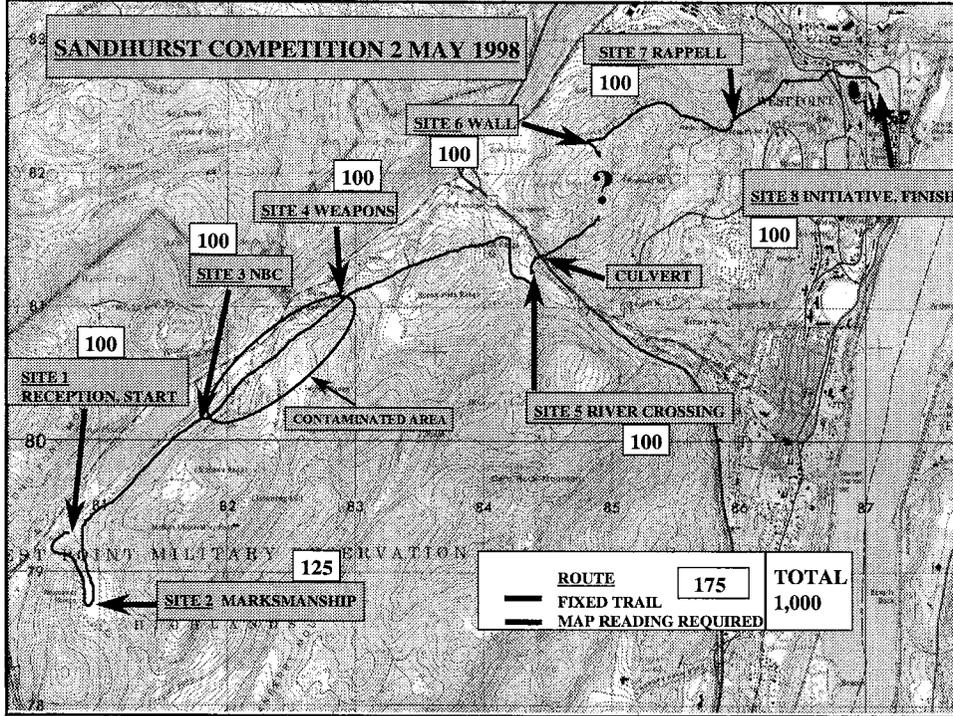


Physical Program Review



- Implemented new curriculum for Class 2001
- Quality of instruction is excellent and will continue to improve
- Cadets satisfied with program
- Exchange cadets impressed with DPE's program
- MFT thread essential; major source of officer MFTs for the Army
 - 5665 Certified Master Fitness Trainers since 1990
- APFT scores have improved over past 15 years
- Arvin Revitalization is Critical

Duty, Honor, Country



United States Military Academy

Proud Tradition

- We are not just another College
 - Unique Military, Physical, Academic and Moral/Ethical Experience
- West Point's Toughness
 - Collective Discipline
 - Self-Discipline
 - Provides the Nation's Professional Core of Officers

Duty, Honor, Country

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USMA Admissions The Corps Starts Here

Briefing to members of the
Board of Visitors
COL Mike Jones, Director of Admissions
2 May 1998



United States Military Academy

DAD Mission from USMA Reg 10-1

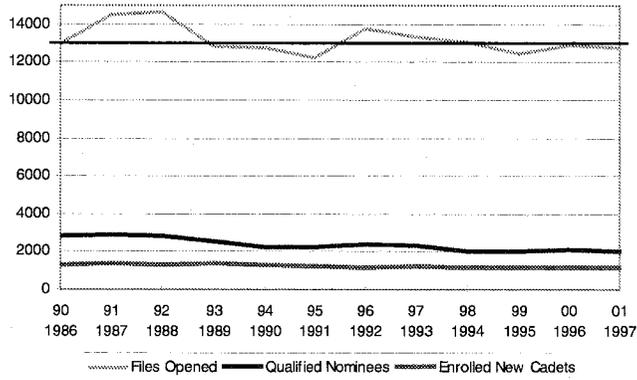
- To enroll outstanding men and women each year who are motivated towards completion of West Point and a military career.
- To enroll a class of desired composition and diversity: scholars, leaders, athletes, African-Americans, Hispanics, women and soldiers.

Duty, Honor, Country



How are we doing?

Recruiting and Enrollment



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Admissions Data

Category	CI '02*	CI '01	CI '00	CI '99	CI '98
Applicants:	12,437	12,746	12,881	12,431	13,011
Nominated:	4,203	4,304	4,395	4,565	4,325
Qualified:	2,085	2,058	2,071	2,054	2,047
Offered:	1,471	1,610	1,651	1,665	1,633
Enrolled:	1,022 <i>accepts</i>	1,192	1,187	1,187	1,155

* as of 29 April 1998

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Class Composition Goals

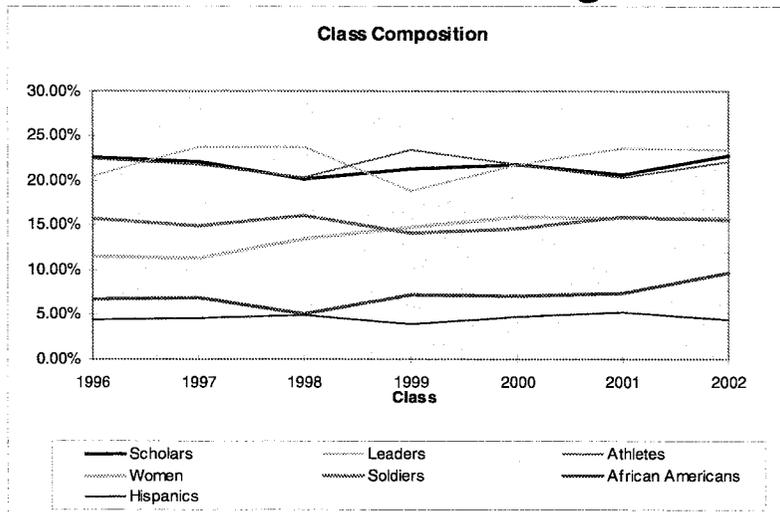
- Scholars 20-25%
- Leaders 20-25%
- Athletes 20-25%
- Women 10-15%
- Soldiers 12-15%
- Hispanic 4-6 %
- Native American .5-1 %
- African-American 10-12%
- Asian-American 2-4 %
- Other minorities 2-3 %

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How are we doing?

Class Composition



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Welcoming the Class of 2003

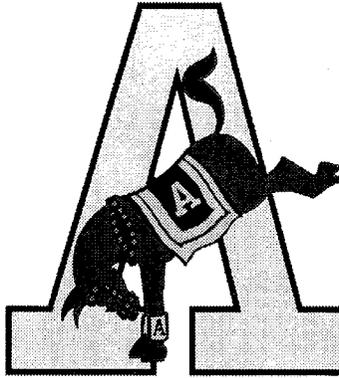
- PSAT Responses - H.S. Junior prospects
 - total mailed: 108,550
 - total responses: 5315
 - responses coming faster
 - electronic responses from direct mail
- USMAPS Class
- WPPSP



What is the Future?

- get 'em younger and maintain contact
- more aggressive recruiting
 - use technology
 - balance technology with our emphasis on people skills (human to human contact)
- FF and Army are now more critical than ever
 - get message out to families and communities
 - get message out to local congressional offices
 - provide the link to the military environment
 - critical that the FF understand today's Army
 - must keep the FF trained

GO ARMY!! BEAT AIR FORCE!!



BEAT NAVY!!



United States Military Academy

WHY A MINIMUM SUSTAINMENT LEVEL

- **What is “minimum sustainment”?**
 - Level of funding which provides the means to accomplish our assigned mission, operate the installation, and perform regular maintenance and repair of facilities

- **Why is a “minimum sustainment” level vital?**
 - Major portion of our cost is fixed, i.e., f(4000 cadets)
 - Aids in long-term infrastructure planning; safeguards the Nation’s investment
 - Avoids disruptive emergency revitalization and escalating costs of deferred maintenance and repair

- **Minimum sustainment level for USMA is \$169M (FY98 dollars)**
 - Reduced nearly \$20M in last year! Further reductions highly problematic.

Duty, Honor, Country

Prepared by: USMA, OPA 8/17/98 11:31

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INITIATIVES TO ACHIEVE ECONOMIES AND EFFICIENCIES FY98-99

- **Phase out of Stewart Army Subpost**
- **Re-engineering missions & operations (\$ 7.3 M)**
 - **Information Management (\$.6 M):** supply, travel, training; maintenance contracts
 - **Logistics (\$ 1.1 M):** reduction of 19 civilian work years, ground transportation, gym towels
 - **Public Works (\$ 3.5 M):** reduction of 39 civilian man years, supply, awards, travel, training, contracts
- **Faculty civilianization frozen at FY 97 level (\$ 1.5 M)**
- **Visiting Professors reduced by 50% for '98 (\$.75 M)**
- **CPO Regionalization (\$ 1.2 M)**
- **Alternative funding for Academic Individual Advanced Development projects**

Source: USMA, DRM

Prepared by: USMA, OPA 8/17/99 11:31

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INITIATIVES TO ACHIEVE ADDITIONAL ECONOMIES AND EFFICIENCIES

- **Cadet Mess contract**
- **Management of physical education/athletic programs**
- **Management of cadet Advanced Development options**
- **Merger of Cadet Restaurant w/ club system**
- **Consolidation of Resource Management functions**
- **Validation of Academic majors/electives**
- **Future USMAPS stationing options**

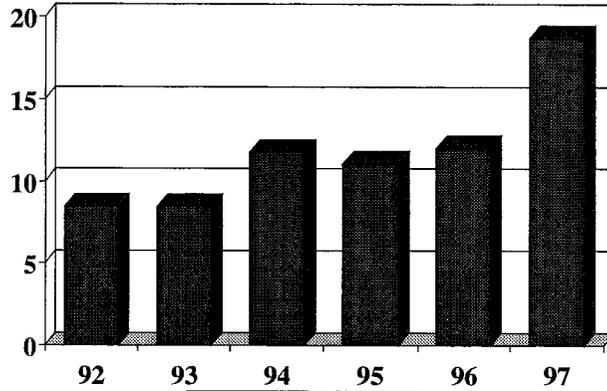
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Duty, Honor, Country

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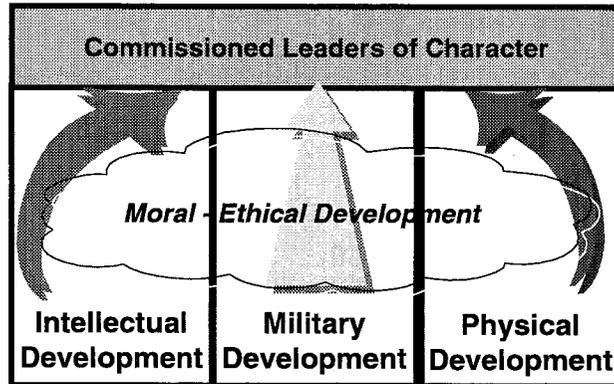
RECENT HISTORY - PRIVATE GIVING (In Millions of Dollars)



Duty, Honor, Country



THE WEST POINT EXPERIENCE Preparation for "officership"



Duty, Honor, Country

MAOR

22 April 1998

INFORMATION PAPER

SUBJECT: Selection Rates of Staff and Faculty in Comparison with Army Norms

The attached letter with enclosures was provided to Mr. Ike Skelton in response to his inquiry. As stated in the letter, the staff and faculty are selected for promotion, schooling, and command at rates well above the Army averages.

COL Patrick A. Toffler
(914) 938-3549

ENCLOSURE 4
APPENDIX III



OFFICE OF THE SUPERINTENDENT
 UNITED STATES MILITARY ACADEMY
 WEST POINT, NEW YORK 10996-0000
 March 24, 1998

Office of Policy, Planning
 and Analysis

Honorable Ike Skelton
 House of Representatives
 Washington, DC 20515

Dear Mr. Skelton:

Thank you for your recent letter asking about the selection rates for our staff and faculty in comparison with the Army norms. For several years we have monitored these data in an effort to demonstrate that service at USMA is not detrimental to future career opportunity upon one's return to the Army in the field.

I have enclosed a series of charts that are part of a presentation on the contributions that West Point makes to our Army and the Nation. These graphics clearly show that our faculty (including TACs) are selected for promotion, schooling, and command at rates well-above the Army averages. I believe these results support the view that an assignment as a staff and faculty in no way inhibits future contribution.

A critical factor enabling these outstanding performance indicators is in the initial selection process for our rotating military officers. We begin recruiting several years in advance of their arrival. These officers are then in about their 5th year of service and they have successfully commanded at the Company level within their Basic Branches. They have outstanding military performance records, quality baccalaureate transcripts, and a strong desire to serve at USMA. With the support of their Branch managers, they attend a first-rate graduate school (including the Tactical Officer Education Program). At USMA, before they begin performance of assigned duties, they complete a formal orientation program. Under these circumstances, it is not surprising they do well here and in their future Army assignments.

I hope this information is helpful. If you have further questions or wish to discuss these results, please feel free to contact me. Thank you again for the opportunity to address your question. Best wishes from West Point.

Sincerely,

Daniel W. Christman
 Lieutenant General, US Army
 Superintendent

need to continue to use on the Army be assigned here - but the reception

we do

that one Skelton

Enclosures

All the best from West Point!



HOUSE OF REPRESENTATIVES
WASHINGTON, D. C. 20515

March 3, 1998

IKE SKELTON
4TH DISTRICT, MISSOURI

Lt. General Daniel W. Christman
United States Military Academy
West Point, NY 10996

Dear Dan:

I have a question on a personnel issue. The issue was raised whether West Point instructors and TAC officers were selected for promotion at the same rate as their peers elsewhere in the Army. If you have any thoughts on this matter, please drop me a line.

Very truly yours,

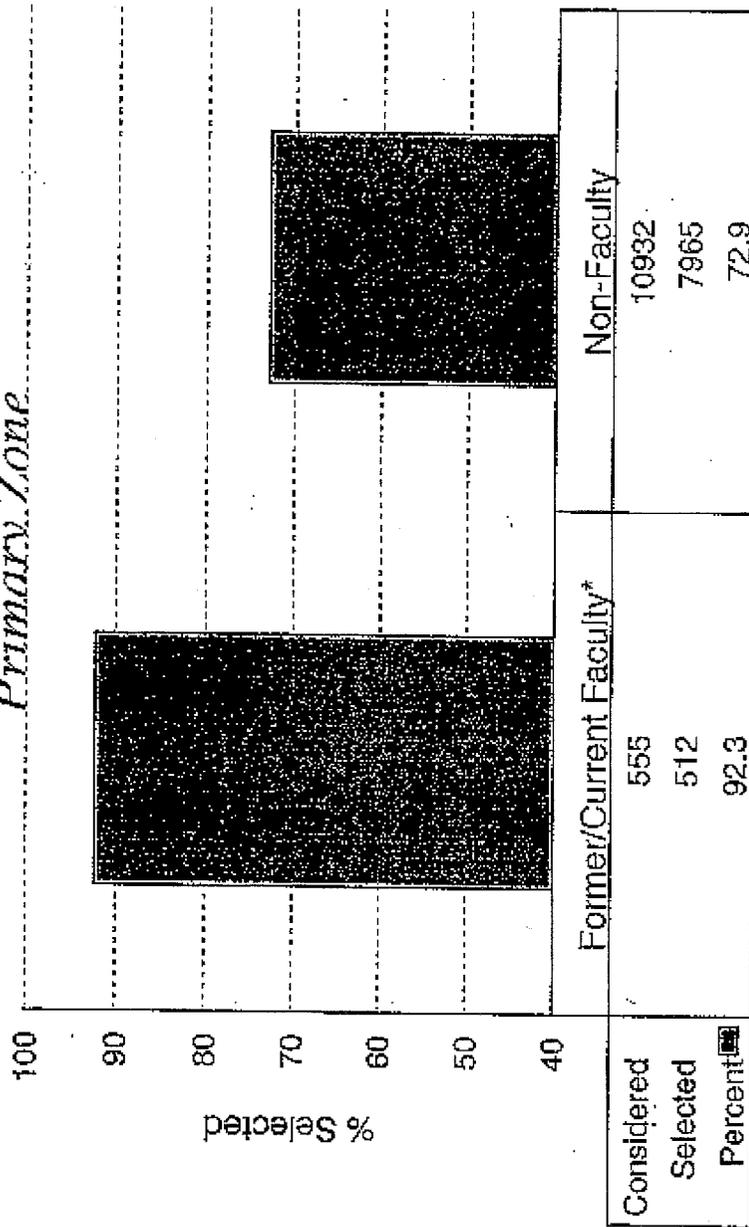
IKE SKELTON
Member of Congress

IS:let

Major Selections

FY 92 - 97

Primary Zone



*USMA staff and faculty, excluding officers from Garrison Commander and Tenant Unit activities.

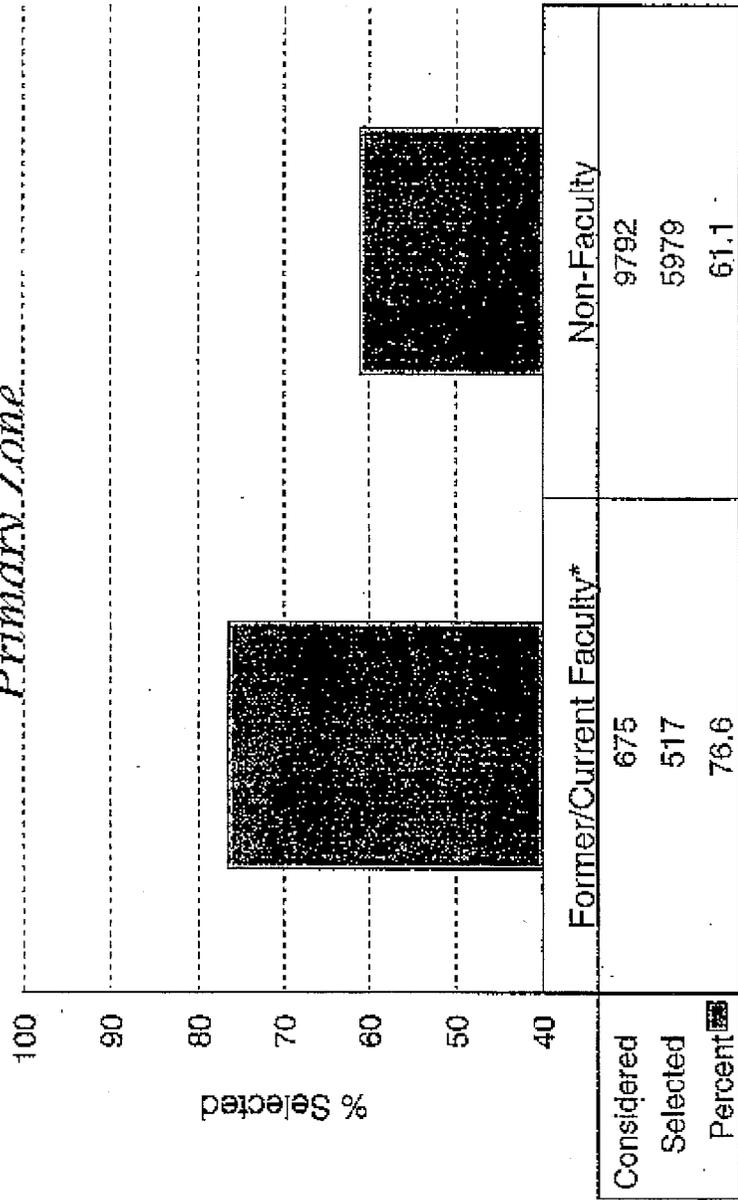
Prepared by: USMA (OP/MAOR-R), 9 Sep 97
 Source: Officer Promotion Data Tapes, AG Alpha Roster

(selmaj.prs \$6)

Lieutenant Colonel Selections

FY 92 - 97

Primary Zone



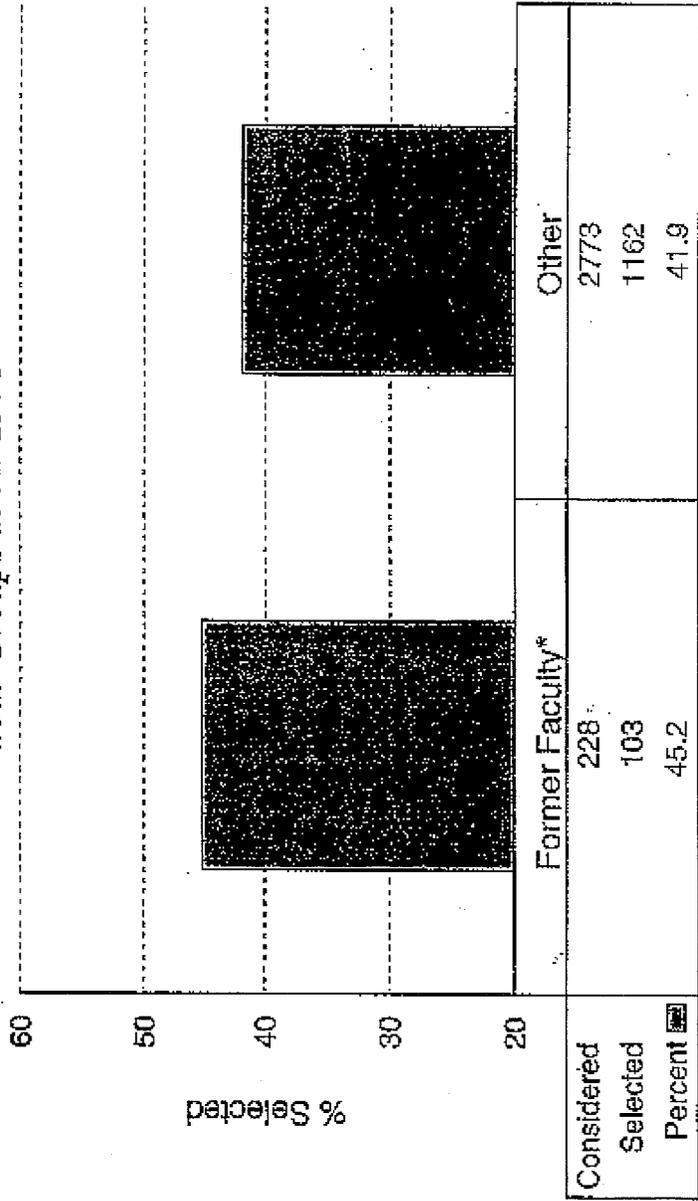
*USMA staff and faculty, excluding officers from Garrison Commander and Tenant Unit activities.

Prepared by: USMA (OPAMAQR-R), 9 Sep 97
 Source: Officer Promotion Data Tapes, AG Alpha Roster

(cell; prs \$9)

Colonel Selections

FY 94 - 97
 Primary Zone
 Year Groups 1972-1978



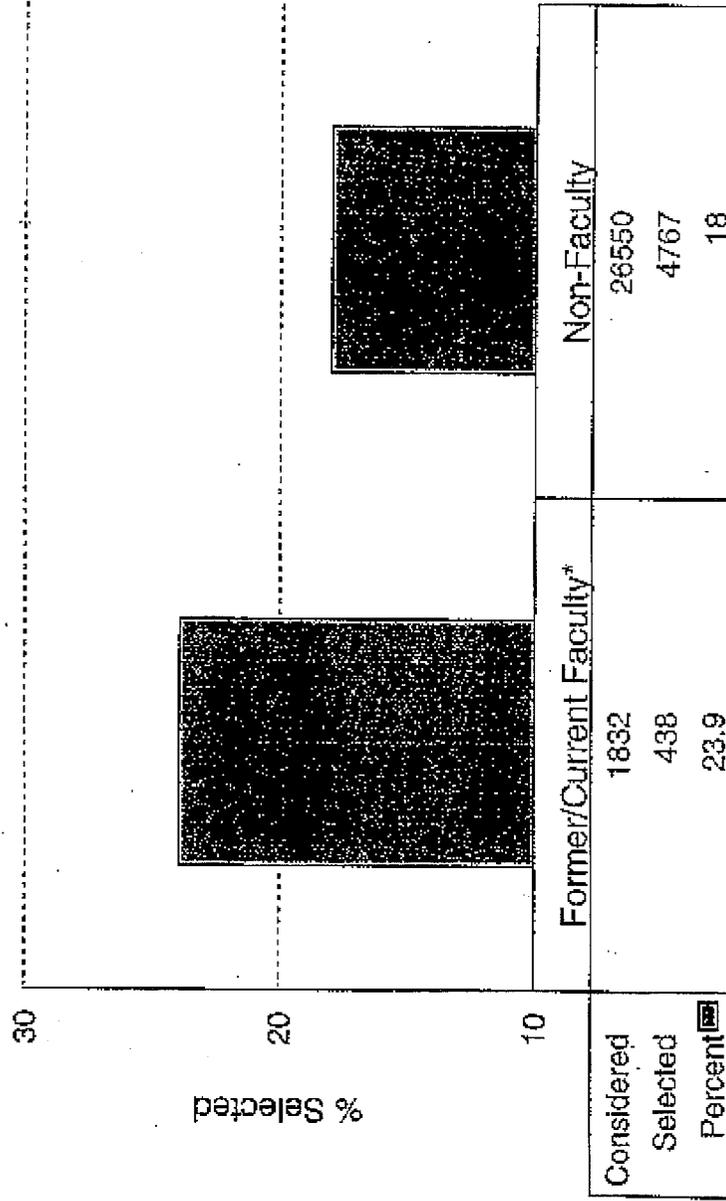
*USMA staff and faculty, excluding officers from Garrison Commander and Tenant Unit activities.

Prepared by: USMA (OPAMAOR-R), 13 Mar 98
 Source: Officer Promotion Data Tapes, AG Alpha Roster

(selcol-b, prs SS)

Command and Staff College

FY 92 - 97



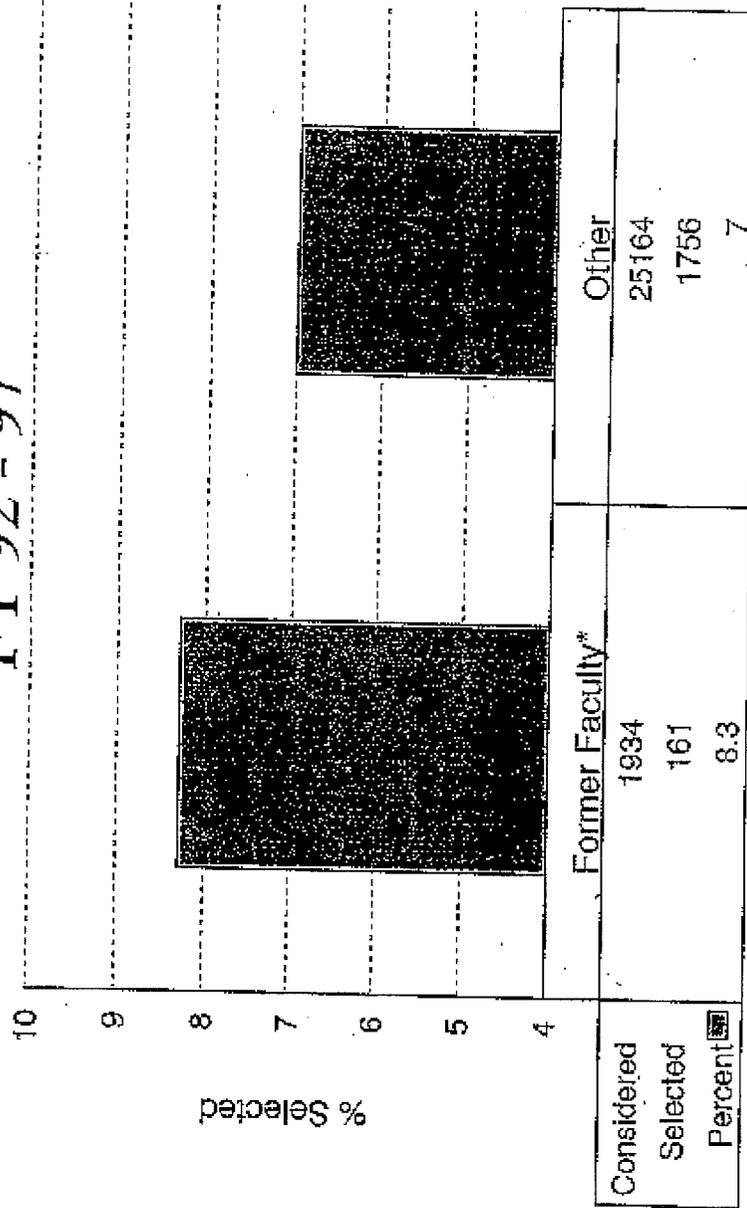
*USMA staff and faculty, excluding officers from Garrison Commander and Tenant Unit activities.

Prepared by: USMA (OPAMAOR-R), 13 Jan 97
 Source: Officer Promotion Data Tapes

(selssc.prs SS)

Senior Service College

FY 92 - 97



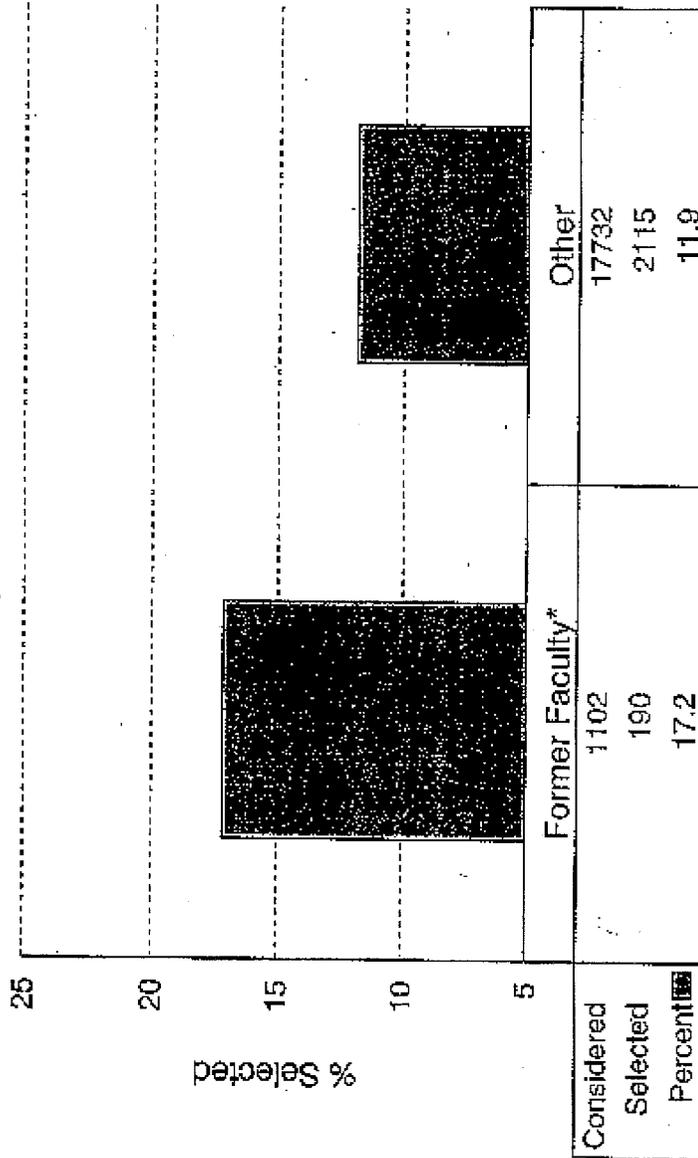
*USMA staff and faculty, excluding officers from Garrison Commander and Tenant Unit activities.

Prepared by: USMA (OPA/MAOP-R), 22 Sep 97
 Source: Officer Promotion Data Tapes

(seiscc,prs SS)

Battalion Command Selections

FY 92 - 97



*USMA staff and faculty, excluding officers from Garrison Commander and Tenant Unit activities.

Prepared by: USMA (OPAMAQR-F), 13 Mar 98
 Source: Officer Promotion Data Tapes, AG Alpha Roster

(selbet-c-prs 88)

Information Paper

MAOR-R

17 April 1998

SUBJECT: Summary of First Class Survey Results, Class of 1997

1. A majority of the Class Of 1997 felt that the US Military Academy was effective in developing their potential in terms of Academy Outcome Goals (i.e., intellectual, military, physical, leadership, moral-ethical). On four of the five goals, the Class rated effectiveness highest since the Class of 1994 (Chart 1).
2. Most respondents rated the Academy successful in developing them intellectually (78%), militarily (55%), and physically (56%),(Chart 2).
 - a. Majorities strove for excellence in Academic (69%), Military (68%), and Physical (68%) Program performance. Significantly larger majorities affirmed the *importance* of performance in the Academic (90%), Military (76%), and Physical (89%) Programs (Chart 3).
 - b. Cadets who aspired to physical excellence received the highest admiration (83%). Whereas only 24% of respondents agreed that cadets who aspired to military excellence were admired. About 50% of respondents agreed that cadets who aspired to academic excellence were admired (Chart 3).
 - c. Most cadets felt that they performed well in all Academy Programs, however, only a small minority (21%) felt that their grades accurately reflected their performance in the Military Program (Chart 3).
3. Support for a mixed-gender Army remained constant during the Class of 1997's four-year experience with essentially no women and about 10% of men holding a negative opinion (Chart 4).
4. The vast majority of respondents felt accepted by their classmates. However, many more men than women felt "totally accepted" (48% vs 26%). Likewise, African-Americans were much less likely than others to feel totally accepted (22% vs-48%).
5. Based on responses to three key summative questions, the Class of 1997 is positive about their experience at West Point. Almost 90% of the Class would advise promising high school students to follow in their footsteps. Over 90% of the Class responded that they were proud of their decision to attend and remain at West Point, and almost 95% felt fully ready to serve as a commissioned officer.

MAJ David N. Fralen, (914) 928-2803

ENCLOSURE 5
APPENDIX III

Chart 1

*Percent of Cadets in the Classes of 1994 - 1997
who felt USMA was
Very Effective or Effective in achieving its Outcome Goals*

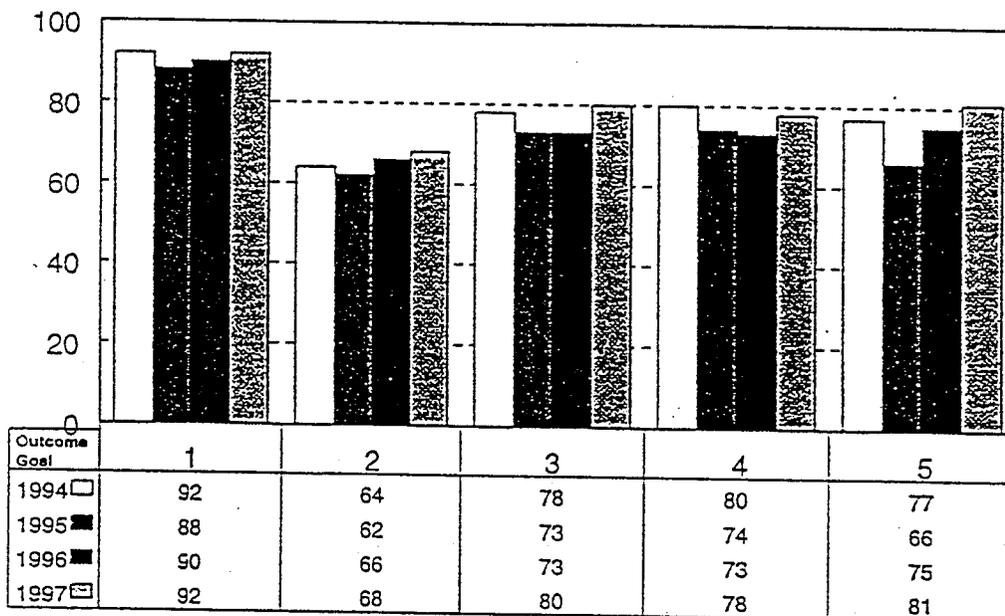


Chart1.ppt/OF

How effective was USMA in developing graduates who:		97	96	95	94	93
		%	%	%	%	%
		N=	N=	N=	N=	N=
1.	Have a foundation of knowledge in the sciences and humanities, an understanding of various methods of inquiry, the ability to communicate clearly, creativity, intellectual curiosity, and a commitment to continuing intellectual growth.	92	90	88	92	91
2.	Have the military knowledge and skills required for commissioning in the Regular Army, self-discipline, selfless commitment to service, and motivation to continue professional military development.	68	66	62	64	65
3.	Have the ability to think clearly, decide wisely, and decisively under pressure; a foundation for continuing development as leaders in military organizations; and the motivation to seek ever greater leadership responsibilities.	80	73	73	78	76
4.	Have the ability and motivation to achieve and sustain, in themselves and their organizations, the high standards of health and physical fitness essential to military service.	78	73	74	80	76
5.	Develop graduates who have an abiding commitment to live according to our national values, our constitutional system, and the ethical standards of the profession of arms.	81	75	66	77	75

Prepared By: USMA, OPA (IRA), May 1997

Sources: First Class Surveys 1994-97

(97pgrmcht.doc/jrw)

Chart 2

Percent of the Classes of 1997 who Agree or Strongly Agree with the following statements pertaining to their personal development at USMA (Core Questions)

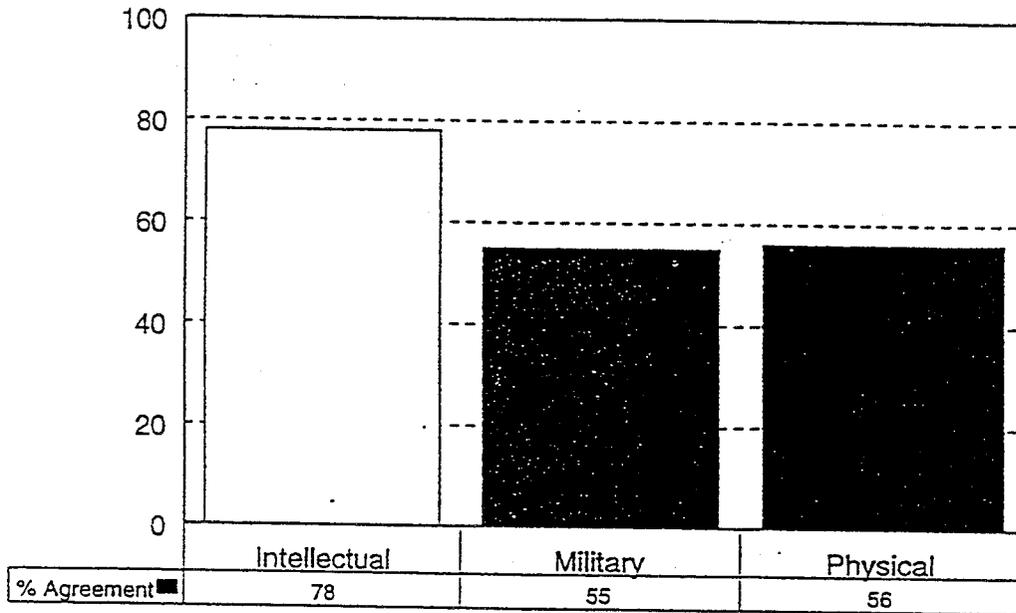


Chart2.ppt/DF

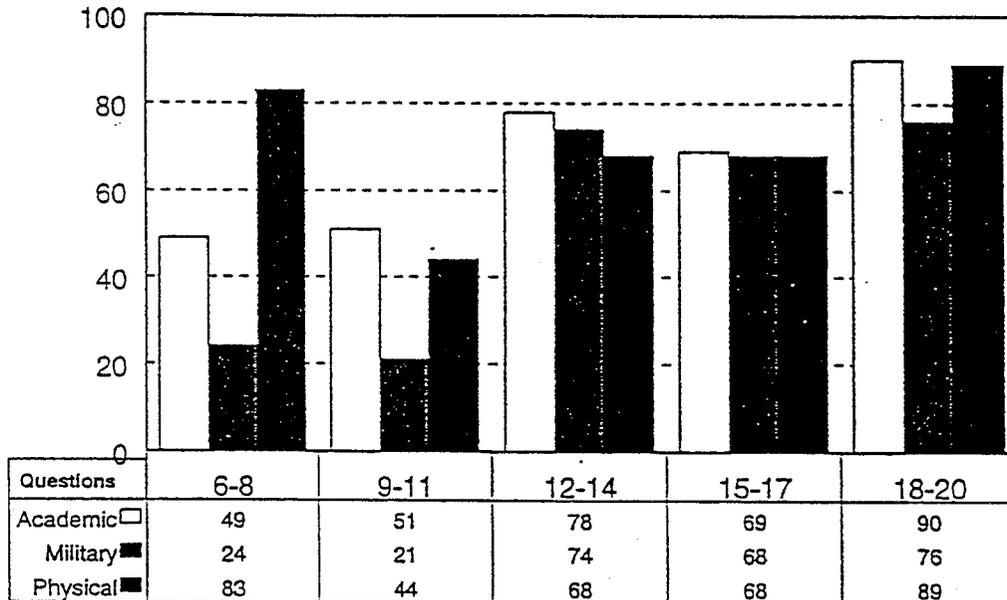
Statement		97 Agree 87.6
21.	Taking everything into consideration, the Military Academy was successful in developing me intellectually.	78
22.	Taking everything into consideration, the Military Academy was successful in developing me militarily.	55
23.	Taking everything into consideration, the Military Academy was successful in developing me physically.	56

Prepared By: USMA, OPA (IRA), May 1997

Sources: First Class Surveys 97

Chart 3

Percent of the Class of 1997 who Agree or Agree Strongly with the following statements (Core Questions)



Q	Statement	Avg.
6.	Cadets who aspire to academic excellence are admired by other cadets.	49
7.	Cadets who aspire to military excellence are admired by other cadets.	24
8.	Cadets who aspire to physical excellence are admired by other cadets.	83
18.	How important has your academic performance been to you at USMA *	90
19.	How important has your military performance been to you at USMA *	76
20.	How important has your physical development been to you at USMA *	89
15.	Did you try to achieve personal excellence in academics***	69
16.	Did you try to achieve personal excellence in military program activities.***	68
17.	Did you try to achieve personal excellence in physical program activities.***	68
12.	How well do you feel that you did academically**	78
13.	How well do you feel that you did militarily**	74
14.	How well do you feel that you did physically.**	68
9.	My academic achievement was accurately reflected in my grades (i.e., Academic Program Score - APS).	51
10.	My military performance was accurately reflected in my grades (i.e., Military Program Score - MPS).	21
11.	My physical achievement was accurately reflected in my grades (i.e., Physical Program Score - PPS).	44

* Percent who responded "Very Important" and "Important"

** Percent who responded "Very Well, I could not have done better" and "OK, not my best but I am satisfied"

*** Percent who responded "Yes, almost always tried my best" and "Yes, usually tried my best, but not always"

Prepared By: USMA, OPA (IRA), May 1997

Sources: First Class Survey 97

Chart 4

Attitudes Towards a Mixed Gender Army

Percent who agree that:	At Entrance		At Graduation	
	% Women	% Men	% Women	% Men
Men and Women Good for Army/USMA	66	30	64	29
Gender No Issue	21	17	15	9
Mixed Gender Both Positive and Negative	12	40	20	49
Men and Women Should Not Serve Together	0	6	0	10
No Opinion	1	7	1	3

* Responses were gathered from the from the Class of 1997 Cadet Characteristics Inventory administered immediately after R-Day 1993.

Chart 5

Percent and Extent that Demographic Groups Feel Accepted by Classmates

Percent that feel that they are:	Women	Men	Total
Totally Accepted	26	48	46
More Accepted Than Not	63	49	44
Borderline (Acceptance)	8	7	7
More Not Accepted Than Accepted	2	2	2
Clearly Not Accepted	1	0	0
No Opinion	0	1	1

Percent that feel that they are:	White	Afr-Am	Hisp	Asian	Total
Totally Accepted	48	22	49	43	46
More Accepted Than Not	43	60	46	43	44
Borderline (Acceptance)	6	13	5	8	7
More Not Accepted Than Accepted	2	4	0	0	2
Clearly Not Accepted	0	0	0	2	0
No Opinion	1	1	0	4	1

Prepared By: USMA, OPA (IRA), May 1997

Sources: First Class Surveys 1994-97

Information Paper

Subject: Cadet Pay

1. Background:

a. In the mid-70's Cadet and Midshipmen pay was disassociated from the pay of a 2LT/Ensign. Consequently, automatic pay adjustments ceased and the adequacy of Cadet & Midshipmen pay is a perennial issue.

b. Recently, the Superintendent commissioned a Task Group, under the direction of the Commandant, to review the current and projected balance of revenues and expenses for cadets. The group found that presently cadets receive sufficient funds to cover their expenses. However, if their pay is not adjusted periodically, this balance will rapidly deteriorate due to inflation and cost escalation.

2. Recommendations: The best approach to remedy this projected condition is to adopt a multi-phased strategy.

a. Seek a pay increase that is consistent with the military pay-raise for FY '99.

b. Request authority for Cadets to participate in the BAS Partial adjustment for which other soldiers living in barracks are eligible.

c. Apply for Cadet eligibility for the Hope Tax Credit and student loans and grants.

d. Solicit donor support for activities currently funded from Cadet pay (e.g., DCA, DIA).

3. The relative balance between Cadet & Midshipmen pay and expenses should be assessed annually (in conjunction with the preparation of the Cadet Budget). As imbalances are detected, remedies must be identified and adopted. It is important that the Academies seek consensus on this matter. The Services must work together to prepare a DoD position and Congress must be apprised and support this approach.

COL Toffler
(914) 938-3549

ENCLOSURE 6
APPENDIX III

TALKING PAPER

- The adequacy of cadet pay in light of expenses is a matter of concern to the Command.
- A recently completed study at USMA indicates that there is a rough balance between Cadet pay and expenses.
- However, unless Cadet pay is adjusted, this condition will rapidly deteriorated due to inflation and escalation.
- The remedy is to seek approval for a multi-phased approach:
 1. Ask for a pay increase along with the next military pay adjustment;
 2. Ask for Cadets to benefit from the BAS Partial along with other eligible soldiers;
 3. Seek authority for Cadets to receive the Hope Tax Credit and to receive student loans and grants.
 4. Solicit donor support for DCA and DIA costs currently borne by Cadets.
- Cadet pay and expenses should be reviewed annually along, with the development of the Cadet Budget. When imbalances are discovered, remedies must be proposed and implemented.
- The Service Academies, the Service Departments, and DoD must achieve consensus on this important matter.

COL Toffler
(914) 938-3549

ENCLOSURE 7
APPENDIX III



OFFICE OF THE SUPERINTENDENT
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996-3000

MAOR

29 April 1998

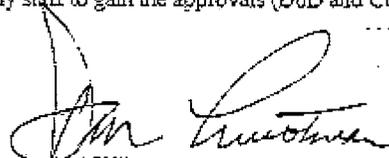
MEMORANDUM FOR Lieutenant General Frederick E. Vollrath, Deputy Chief of Staff for
Personnel, 300 Army Pentagon, Washington, DC 20310-0300

SUBJECT: Cadet Pay

fred:

1. Earlier this year I sent you a copy of our study on the adequacy of cadet pay in light of mandated and discretionary expenses which cadets incur. We found that a rough balance between all revenues and expenses exists today. This is largely dependent on frequent, significant increases in the "initial deposit" which new cadets contribute to their accounts (currently at \$2,440).
2. It is very clear from our assessment that this balance cannot be maintained without adjustments to cadet revenues. This is due to real technological and market cost escalation in combination with inflation. In order to minimize these effects, we have reduced or eliminated several required purchases which have traditionally been charged to cadet accounts. Such unilateral action, even when complemented by continued, periodic increases in the initial deposit, are inadequate to avoid projected deficits for present and future classes, beginning as early as FY '99.
3. Our recommended strategy to redress this condition includes three actions. First, adjust cadet pay along with regular military compensation in January 1999; plan for future periodic adjustments when analysis indicates they are warranted (perhaps every 3 years or so). Second, include cadets among those soldiers eligible for *Partial BAS*, since they too live in barracks and subsist in the Mess Hall. Finally, seek authority for cadets to benefit from Federal programs which support students in higher education. These include: *Hope Tax Credits, Pell Grants, Stafford Student Loans, and PLUS Loans.*
4. These combined actions will enable us to achieve and maintain a reasonable balance between revenues and expenses for present and future classes of USMA cadets. With your support, we are prepared to work closely with the Army staff to gain the approvals (DoD and Congressional) required for implementation.

This is important to us, Fred. Other "Spans" (USA, USAFA) are similarly concerned.


DANIEL W. CHRISTMAN
Lieutenant General, US Army
Superintendent



United States Military Academy
Office of the Superintendent

**An Analysis of
USMA Cadet Pay**

**Department of the Army
Summary Report**

28 April 1998

Executive Summary

Purpose

The purpose of this study is to assess the adequacy of cadet pay over the next ten years and to recommend solutions to ensure its adequacy into the future. The methodology in the report analyzes both the expenses and the revenues available to cadets.

Bottom Line

While there are some changes that the academy can make internally, the following changes will require the support of both the Army and DoD Leadership:

- *Pay Raise:* Allow cadets to receive the currently approved Army-level pay raise for FY 99.
- *BAS Partial:* Allow cadets to be eligible for this new entitlement that is currently restricted to enlisted soldiers. This would be cost-neutral to the Army.
- *Hope Tax Credit and other Federal Financial Aid Programs:* The Army's General Counsel should seek the support of the Departments of Education and Treasury to allow cadets to be eligible for Hope Tax Credits worth \$3,000 and other federal financial aid programs.

History of Cadet Pay

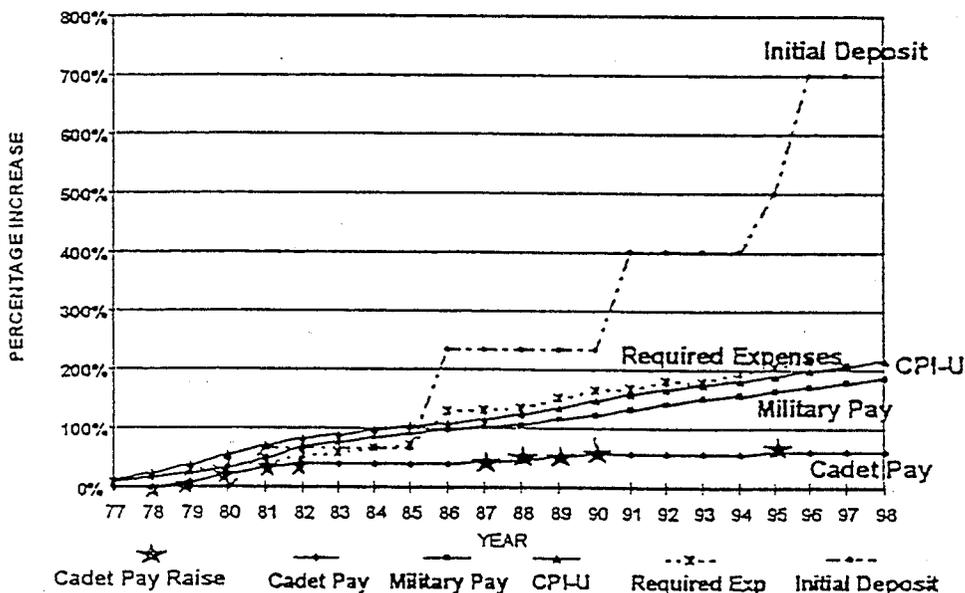


Figure 1

Prior to the mid-70's, Cadet and Midshipman pay was associated with the pay of a 2LT/Ensign. In 1977 this changed when automatic pay increases ceased. Since then, adjustments to Cadet and Midshipman pay are a perennial issue.

As figure 1 depicts, Cadet pay increases have been infrequent and erratic. Additionally, Cadet pay has failed to keep pace with the demands placed upon it. Over the years, this shortfall has been partially addressed by increases in the initial deposit.

The Congressional intent for providing cadet pay is important. Cadets are soldiers

in the Regular Army and their pay is compensation for their performance of duty. It should therefore be adequate to meet both mandated and reasonable personal expenses, preclude financial dependence upon their families, and support their status as taxpaying citizens. Cadets are not able to earn a wage beyond their legislated pay because it would interfere with their duties.

Is Cadet Pay Adequate?

With their revenue held constant in the presence of a projected inflation rate of 2.5% (figure 2), cadets in future classes will face a growing four-year deficit. This result is a consequence of the legislation that delinked their pay from the inflation index. This occurred during a period of high inflation because it was felt that cadets were insulated from normal inflationary pressures. At that time, the actual inflation rate felt by cadets was probably less than that felt by society in general. However, now that inflation for society is low, cadets are experiencing an inflation rate similar to society's.

Expenses

Cadet pay is taxed. It must also pay for a cadet's mandated and reasonable personal expenses. Over the last several years, there has been an increase in the nature of demands on cadet pay such as BDU purchases and "technology fees." In the future, the Academy plans to eliminate or adjust some mandated expenses such as the short overcoat; however, these actions will not be sufficient to redress the expected shortfall. Increases in revenues available to a cadet are also needed.

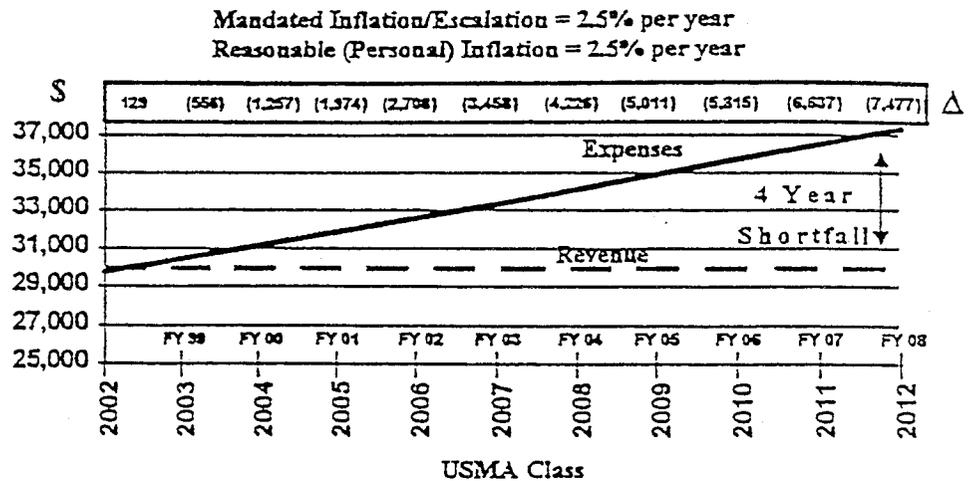


Figure 2

Revenue

There are several ways to increase the revenue that is available to a cadet. They include:

Raise Cadet Pay: Adjust cadet pay to inflation. This can be done by either re-indexing cadet pay to inflation or through a combination of increases every three years and Partial BAS. Either way, the Army should plan to increase Cadet Pay in FY 99.

Partial BAS: In 1998, DoD implemented a new entitlement for soldiers who live in the barracks. Cadets are currently not eligible for participation in this program, however, they are soldiers who do live in barracks and eat in a mess hall. It will take either a change to existing legislation or a DoD ruling to make cadets eligible for Partial BAS. This program can be implemented in a cost-neutral manner for the Army and provides tax-free income to the cadets.

Hope Tax Credit and other Federal Financial Aid Programs:

a) In 1998, Congress passed legislation authorizing up to \$1,500 per year for the first two years of college education. Academy cadets may currently not be eligible for these credits. However, this source of revenue would provide DoD with a cost-neutral means of increasing the revenue of cadets; but it will require the Army's General Counsel Office to seek authorization for cadets to benefit from the credit.

b) There are also several Federal Student Aid Programs (e.g. Pell Grants, Stafford Loans, and PLUS Loans) which could be made available to cadets should they qualify. The Army's General Counsel Office to seek authorization for cadets to benefit from these programs.

Initial Deposit: Since cadet pay was delinked from 2LT pay in the late '70s, the initial deposit has gone up from \$300 to \$2,400 (over 800%). As the initial deposit has increased, the number of families needing help to defray this expense has increased to 15% of all cadets. Most of this assistance is in the form of a "pay advance." It is important to note that if a cadet receives a pay advance to help defray the deposit, the amount of money available to defray reasonable personal expenses is reduced. We believe that the \$2,400 deposit is about right (in real dollars). We would expect that within the next ten years, the deposit would increase at about 2% per year and that this should not impose undue financial hardship on any additional families.

Conclusion

A holistic approach to addressing the balance between cadet revenue and expenses is most appropriate. While there are some changes that the academy can make internally, the following recommendations will require the support of both the Army and DoD Leadership.

Inflation of Expenses	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%
Pay Raises	2.5%	0.0%	0.0%	2.5%	0.0%	0.0%	2.5%	0.0%	0.0%	2.5%	
Year	0	1	2	3	4	5	6	7	8	9	10
Class	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Total Expenses	29,721	30,476	31,177	31,894	32,628	33,378	34,148	34,931	35,735	36,557	37,397
Pay	26,227	26,227	26,227	26,227	26,227	26,227	26,227	26,227	26,227	26,227	26,227
Total Income	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920
Shortfall	129	(566)	(1,257)	(1,974)	(2,708)	(3,458)	(4,226)	(5,011)	(5,815)	(6,537)	(7,477)
4 Year Effect of Each Revenue Proposal											
BAS \$30 grows 2%	1446.00	1468.80	1492.18	1516.14	1540.70	1565.88	1591.67	1618.07	1645.08	1672.71	1700.95
Pay Raise-Every 3 Years	570.46	570.46	570.46	1156.17	1156.17	1156.17	1754.51	1754.51	1754.51	2368.83	2368.83
Pay Raise-Every Year	570.46	586.01	602.01	618.51	635.51	653.01	671.01	689.51	708.51	728.01	748.01
Initial Dep-2% Every Year	48.00	96.96	146.90	197.84	249.79	302.79	356.85	411.98	468.22	525.59	584.09
Hope Tax Credit	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00

Figure 3

Recommendations

- *Pay Raise:* Allow cadets to receive the currently approved Army-level pay raise for FY 99.
- *BAS Partial:* Allow cadets to be eligible for this new entitlement that is currently restricted to enlisted soldiers. This would be cost-neutral to the Army.
- *Hope Tax Credit and other Federal Financial Aid Programs:* The Army's General Counsel should seek the support of the Departments of Education and Treasury to allow cadets to be eligible for Hope Tax Credits worth \$3,000 and other federal financial aid programs.



United States Military Academy
Office of the Superintendent

An Analysis of USMA Cadet Pay

Department of the Army
Summary Report

27 April 1998

Prepared by J. H. H. H., 27 April 98

Slide # 1

Agenda

Cadet Pay – Past

Adequacy of Cadet Pay
(Present & Future)

Closing the Gap

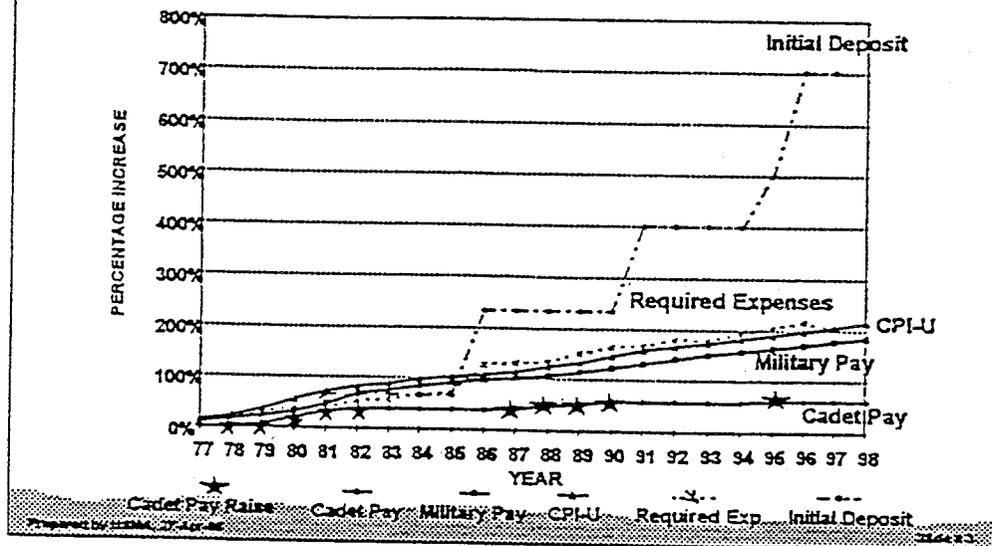
- Partial BAS
- Tax Credits/Financial Aid
- Initial Deposit
- Periodic Pay Raises
(FY99 & Beyond)

Recommendations

This is a summary of a report done for the Superintendent in February 1998.
The full report is available upon request.

Cadet Pay Over Time

In 1977, Cadet Pay was de-linked from 2LT pay. Since then cadets have received raises sporadically.



History

Prior to the mid-70's Cadet and Midshipman pay was associated with the pay of a 2LT/Ensign and in 1977 this changed. Consequently, automatic pay increases ceased and adjustments to Cadet and Midshipman pay are a perennial issue.

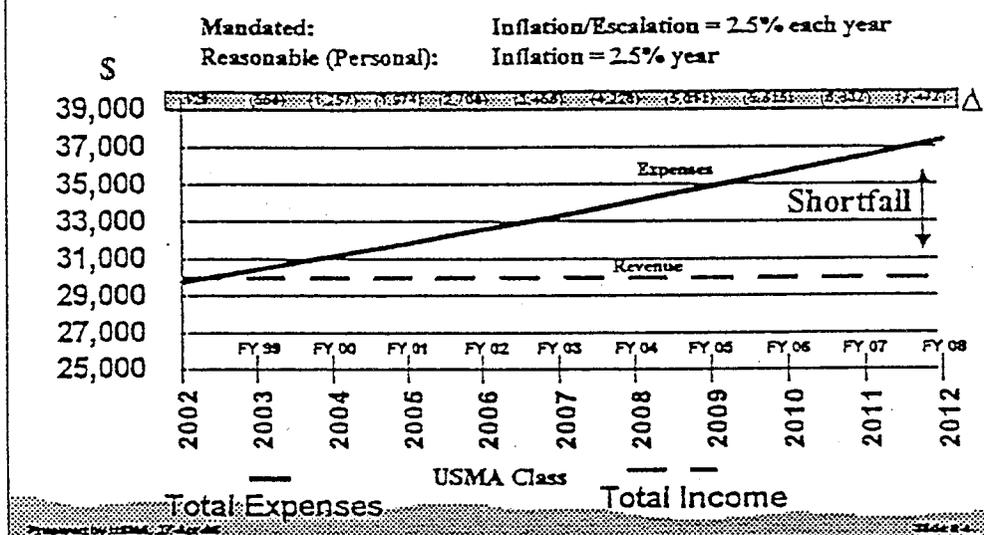
As figure #1 depicts, Cadet pay increases have been infrequent and erratic. Additionally, Cadet pay has failed to keep pace with the demands placed upon it. Over the years, this shortfall has been partially addressed by increases in the initial deposit.

The Congressional intent for providing cadet pay is important. Cadets are soldiers in the Regular Army and their pay is compensation for their performance of duty. It therefore must be adequate to meet both mandated and reasonable personal expenses, preclude financial dependence upon their families, and ensure their status as taxpaying citizens. Cadets are prohibited by regulation from earning money beyond their legislated pay because it would interfere with their duties.

Is Cadet Pay Adequate?

Moderate Inflation Scenario

Assuming no change in cadet pay, the initial deposit, and a moderate inflation rate for expenses, cadet pay is not adequate for the future.



Moderate Inflation Scenario

With a projected inflation rate of 2.5%, cadets in future classes will face a growing four-year deficit.

This result is a consequence of the legislation that delinked their pay from the inflation index. This occurred during a period of high inflation because it was felt that cadets were insulated from normal inflationary pressures. At that time, the actual inflation rate felt by cadets was probably less than that felt by society in general. However, now that inflation for society is low, cadets are probably feeling an inflation rate that is similar to that of society.

The reason that inflation is low in society is in large part due to global competition. Cadets however, do not reap the benefits of this competition because many of their expenses are local services and/or products. College textbooks, locally made uniforms, and haircuts are all increasing at a rate higher than those products that are globally competitive (e.g., civilian clothing, VCRs, etc). Additionally, in terms of cost as a function of capability, computer prices have fallen, but the actual cost of the cadet computer has remained steady because of escalation in quality that is required to support the baccalaureate degree.

Moderate Inflation Scenario

If however, we use a moderate inflation scenario of 2.0% for mandated expenses and only 1.0% for personal expenses the gap is as follows:

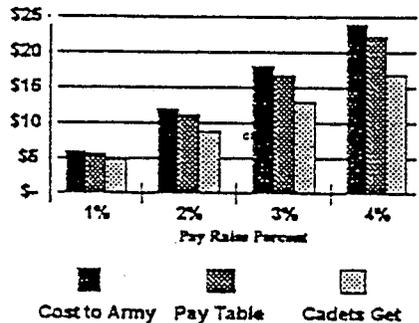
2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012

129	(315)	(766)	(1,224)	(1,689)	(2,162)	(2,642)	(3,130)	(3,626)	(4,130)	(4,641)
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Effect of Raising Cadet Pay

Because of taxes, raising cadet pay by \$1.00 costs the services \$1.0765, while the benefit to the cadet is about 87 cents. While pay raises are needed in the future, other methods of raising revenue should be considered.

per Cadet per Month



Pay Raises

- ♦ Allow a pay raise this year
- ♦ Need to plan for pay to rise every 3 years
- ♦ If BAS Partial payments are not an option, then may have to have more frequent raises

	1%	2%	3%	4%
Cost to Army	6.01	12.01	18.02	24.03
Pay Table	5.58	11.16	16.74	22.32
Cadets Get	4.87	8.78	12.95	16.82

Note: Simple direct raise pushing cadets back into the Federal Tax Brackets (15% raise)

Slide # 5

Raising Cadet Pay

One of the remedies to closing the gap is to increase cadet pay. This can be done either periodically or by re-indexing cadet pay. While re-indexing would help, there are some problems associated with it.

First, due to the FICA tax and perhaps the income tax (if wages were pushed up high enough), increasing the pay of a cadet is not efficient. For every dollar that cadet pay is increased, 15.6% goes to social security, perhaps 5% to state income tax, and if applicable, 15% to federal income tax. Between 20 and 36 cents on the dollar is lost in the transfer.

Second, since Service MPA budgets are already stretched thin, any increase in Cadet pay may require two - three years lead time in order to properly fund it in the President's Budget. If the Academies were to ask for a current year raise, the money may have to come from another account within the Services unless Congress appropriated the extra dollars. Concurrently, any solution for a pay raise should address periodic raises over ten years so as to avoid having to fight a recurring battle.

Finally, if cadets are not made eligible for the partial BAS program, then cadet pay would probably have to be increased more frequently.

Partial BAS

In 1998, DoD implemented a new entitlement called the Partial BAS payment for soldiers who live in barracks. This payment is intended to compensate the soldier for having mess halls with limited hours (i.e. only open during meal times, but soldier may want a snack) and for the difference between the actual cost of food and the actual BAS subsidy.

Can be done in a "Cost-Neutral" way to the services

Allowance is currently \$9.13 per month

Will rise in the future (by 2002) to \$30.00 monthly

Cadets are in the same predicament as soldiers in barracks

\$1 from the service equals \$1 in expenditure for the cadet

\$109.56 per cadet per year (growing to \$360)

Partial BAS

This new entitlement is a potentially important means for raising cadet revenues. Since it is an allowance, no tax inefficiencies accrue. Additionally, by phasing in the allowance (1998 -2002), DoD was able to implement it in a "COST NEUTRAL" manner.

By adding Cadets to the program, it can still remain cost neutral to DoD. This can be accomplished by slowing down the glide path of the entitlement. The glide path currently is from \$9.00 this year to a projected \$30.00 per month in 2002. However, if cadets are added, the projected 2002 allowance per soldier may only be \$28.00 per month. Since the allowance is based on the amount of dollars in the "pool" created by capping BAS payments to those who do not live in the barracks, the program cost to DoD is nothing.

Although cadets were not included in the initial program, the fact that they are soldiers who live in the barracks can be a strong argument for them receiving this allowance. Additionally, since it can be done at no cost to the services or DoD, this option is especially appealing.

Hope Tax Credit

The Taxpayer Relief Act of 1997 provided a tax credit for "qualified tuition and expenses". It is our belief that as of this moment, cadets are ineligible for this type of credit.

- ♦ Authorizes up to \$1,500 for first two years of education
- ♦ Administered by IRS and Department of Education
- ♦ Institution must be in section 481 of the Higher Education Act of 1965 (20 USC 1088) – Students Eligible for Financial Aid
- ♦ Can only be used for "Qualified Tuition & Expenses"
- ♦ Academies would need to match "qualified expenses" to tax year
- ♦ Cannot be taken by the parent since IRS does not allow cadets to be claimed as a dependent

NEED SJA ASSISTANCE BEFORE MOVING FORWARD

Hope Tax Credit

Under the Taxpayer Relief Act of 1997, tax credits up to \$1,500 for two years are authorized for those attending colleges. However, as the next slide shows, Academy cadets may not be eligible for this credit. In addition to these credits, the Academies may want to examine the issues of Pell Grants, Student Loans, and other Federal Financial Aid packages.

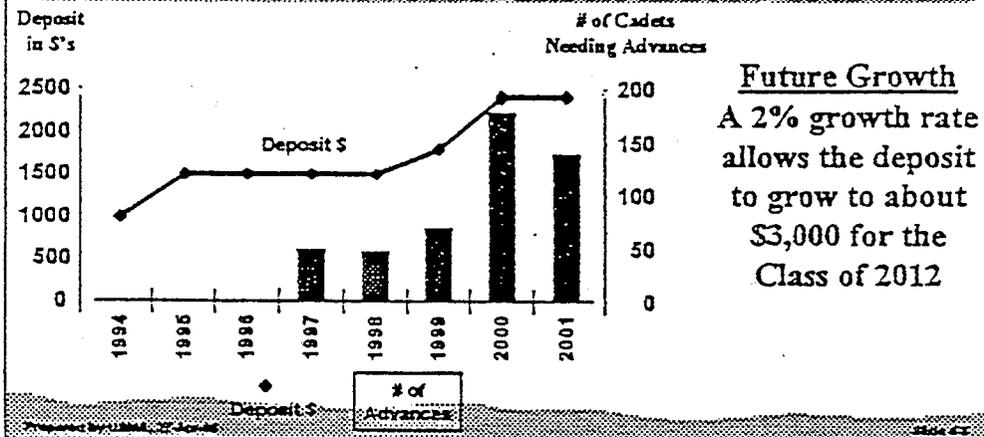
Hope Tax Credit – Problems

The Hope Tax Credit is only applicable to "Qualified Tuition and Expenses". The IRS's interpretation of "Expenses" is limited. For example, books and uniforms are not "Qualified Tuition or Expenses". There is also a question as to whether the academies are eligible under the Higher Education Act of 1965.

This avenue for additional revenue bears much further scrutiny by the SJAs of each academy. Even with Department of Education approval, the hurdle of "Qualified Tuition and Expenses" may make cadets ineligible. The Academies should work jointly with the IRS to determine if expenses can be switched or if "Tuition" can be charged. Additionally, we need a ruling on the eligibility of this credit for cadets should be pursued.

The Initial Deposit How Much is Too Much?

Over the years, the initial deposit has grown from \$300 to \$2,400. At the same time, the number of cadets needing assistance to pay the deposit has grown. We believe that the current level of the deposit, in real terms, is appropriate and should not increase in the future.



Initial Deposit

Since cadet pay was delinked from 2LT pay in the late '70s, the initial deposit has gone up from \$300 to \$2,400 (over 800%). As the initial deposit has increased, the number of families needing help to defray this expense has increased to 15% of all cadets. Most of this assistance is in the form of a "pay advance". It is important to note that if a cadet receives a pay advance to help defray the deposit, the amount of money available to defray reasonable personal expenses is reduced.

We believe that the \$2,400 deposit is about right in real dollars. We would expect that within the next ten years that the deposit would increase at about 2% per year and that this should not impose undue financial hardship on any families.

Closing the Gap Effect of Certain Revenue Options

Given a moderate inflation rate of 2.5%, it will take a combination of these revenue options to close the projected gap.

Inflation of Expenses	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%
Pay Raises	2.5%	0.0%	0.0%	2.5%	0.0%	0.0%	2.5%	0.0%	0.0%	0.0%	2.5%
	0	1	2	3	4	5	6	7	8	9	10
Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Class	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total Expenses	28,791	30,476	31,177	31,894	32,628	33,378	34,148	34,931	35,729	36,557	37,407
Pay	26,227	26,227	26,227	26,227	26,227	26,227	26,227	26,227	26,227	26,227	26,227
Total Income	28,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920	29,920
Shortfall	129	(556)	(1,257)	(1,974)	(2,708)	(3,458)	(4,226)	(5,011)	(5,815)	(6,637)	(7,477)

4 Year Effect of Each Revenue Proposal

BAS 100 - grows 2%	1440.00	1468.80	1498.18	1528.14	1558.70	1589.96	1621.97	1654.71	1688.19	1722.43	1757.43
Pay Raise - Every 3 Years	570.46	570.46	570.46	1155.17	1155.17	1155.17	1754.51	1754.51	1754.51	2368.83	
Pay Raise - Every Year	570.46	588.01	606.51	626.00	646.51	668.07	690.70	714.43	739.27	765.25	792.40
Initial Dep - 2% Every Year	48.00	96.96	148.90	197.84	249.79	302.79	356.83	411.98	469.27	528.73	590.48
Hope Tax Credit	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00	3000.00

Prepared by USMA, 12 April 98

Slide 9

Closing the Gap

As the above chart depicts, the gap can only be closed if a holistic approach is taken. No one source of revenue or expense will work by itself.

The options depicted above are as follows:

- a) Allowing Cadets to draw Partial BAS
- b) Increasing Cadet pay starting in FY 99 every three years
- c) Increasing Cadet pay every year
- d) Increasing the initial deposit by 2% every year
- e) Revenue from the Hope Tax Credit

Recommendations

While the Academy has been diligent in reducing expenses and seeking donor support, the following assistance is needed in order to ensure Cadet pay is adequate into the future.

- ① Approach Congress about interest in addressing the issue in the FY 99 Budget
 - Pay Increase
 - BAS Partial
- ② General Counsel should seek support of the Dept of Education, Dept of the Treasury, and Dept of Justice for allowing USMA Cadets gain access to recent Hope Tax Credits and other Federal Financial Aid

Recommendations

The best approach to remedy this projected condition is to adopt a multi-phased strategy.

- a) Seek a pay increase with the military pay raise for FY 99.
- b) Request authority for Cadets to participate in the Partial BAS program for which other soldiers living in barracks are authorized.
- c) Have the Army's General Counsel's Office apply for Cadet eligibility for the Hope Tax Credit and student loan programs

INFORMATION PAPER

MAOR (980501 IntCds.doc)

1 May 1998

SUBJECT: Legislation Affecting the International Cadet Program

1. Title 10, USC 4344:

Not more than 40 foreign cadets enrolled at any time. Cadets are in addition to the authorized strength of the Corps of Cadets. Foreign nations reimburse the US for education costs. SECDEF may way reimbursement requirement.

2. New PL 105-35 Sec 543:

Waiver may not exceed 35% of the cost per cadet. However, SECDEF may waive more than 35% for not more than five cadets per Service Academy.

3. Current cost estimate based on average cost per USMA graduate is \$7.2M annually (approximately \$60,000/year per foreign cadet). This issue notwithstanding, a reasonable charge for each foreign country is the cost for "recoupment" for cadets who breach their service contract. This is presently \$121,039 for 4 years or approximately \$30,260 per year.

4. The Superintendent will write to the Secretary of the Army expressing his concerns about the potential adverse impact of this legislative change as it could deter certain foreign governments from participating in this program.

COL Patrick A. Toffler
(914) 938-3549

ENCLOSURE 9
APPENDIX III

(4) The limitations provided for in this subsection do not affect the operation of subsection (a).

(b) The Secretary of the Army shall furnish to any Member of Congress, upon the written request of such Member, the name of the Congressman or other nominating authority responsible for the nomination of any named or identified person for appointment to the Academy.

(Aug. 10, 1956, ch. 1041, 70A Stat. 240; Sept. 2, 1958, P.L. 85-361, § 53(a)(26), 72 Stat. 1565; Sept. 14, 1962, P.L. 87-653, § 1 (1), (2), 76 Stat. 547; Mar. 3, 1964, P.L. 88-276, § 1(1), 78 Stat. 148; Oct. 13, 1966, P.L. 89-650, § 1(1)-(4), 80 Stat. 896; July 5, 1968, P.L. 90-374, 82 Stat. 283; Oct. 22, 1968, P.L. 90-623, § 2(3), 82 Stat. 1314; Sept. 22, 1970, P.L. 91-405, § 204(c), 84 Stat. 852; Aug. 7, 1972, P.L. 92-365, § 1(1), 86 Stat. 505; Nov. 29, 1973, P.L. 93-171, § 1(1)-(4), 87 Stat. 690; Oct. 7, 1975, P.L. 94-106, § 803(b)(1), 89 Stat. 533; Dec. 12, 1980, P.L. 96-513, § 512(13), 94 Stat. 2930; Dec. 24, 1980, P.L. 96-600, § 2(a), 94 Stat. 3493; Oct. 14, 1981, P.L. 97-60, § 203(a)(1), 95 Stat. 1006; Sept. 24, 1983, P.L. 98-94, § 1005(a)(1), (b)(1), 97 Stat. 660; Nov. 29, 1989, P.L. 101-189, § 1621(a)(1), 103 Stat. 1602; Nov. 5, 1990, P.L. 101-510, § 532(a)(1), 104 Stat. 1563.)

§ 4343. Cadets: appointment; to bring Corps to full strength

If it is determined that, upon the admission of a new class to the Academy, the number of cadets at the Academy will be below the authorized number, the Secretary of the Army may fill the vacancies by nominating additional cadets from qualified candidates designated as alternates and from other qualified candidates who competed for nomination and are recommended and found qualified by the Academic Board. At least three-fourths of those nominated under this section shall be selected from qualified alternates nominated by the persons named in clauses (2) through (8) of section 4342(a) of this title, and the remainder from qualified candidates holding competitive nominations under any other provision of law. An appointment under this section is an additional appointment and is not in place of an appointment otherwise authorized by law.

(Aug. 10, 1956, ch. 1041, 70A Stat. 242; Mar. 3, 1964, P.L. 88-276, § 1(2), 78 Stat. 150; Nov. 29, 1973, P.L. 93-171, § 1(5), 87 Stat. 690; P.L. 102-25, § 701(f)(5), April 6, 1991, 105 Stat. 115.)

*

§ 4344. Selection of persons from foreign countries

(a)(1) The Secretary of the Army may permit not more than 40 persons at any one time from foreign countries to receive instruction at the Academy. Such persons shall be in addition to the authorized strength of the Corps of the Cadets of the Academy under section 4342 of this title.

(2) The Secretary of the Army, upon approval by the Secretary of Defense, shall determine the countries from which persons may be selected for appointment under this section and the number of persons that may be selected from each country. The Secretary of the Army may establish entrance qualifications and methods of competition for selection among individual applicants under this

section and shall select those persons who will be permitted to receive instruction at the Academy under this section.

(b)(1) A person receiving instruction under this section is entitled to the pay, allowances, and emoluments of a cadet appointed from the United States, and from the same appropriations.

(2) Each foreign country from which a cadet is permitted to receive instruction at the Academy under this section shall reimburse the United States for the cost of providing such instruction, including the cost of pay, allowances, and emoluments provided under paragraph (1) unless a written waiver of reimbursement is granted by the Secretary of Defense. The Secretary of the Army shall prescribe the rates for reimbursement under this paragraph.

(c)(1) Except as the Secretary of the Army determines, a person receiving instruction under this section is subject to the same regulations governing admission, attendance, discipline, resignation, discharge, dismissal, and graduation as a cadet at the Academy appointed from the United States. The Secretary may prescribe regulations with respect to access to classified information by a person receiving instruction under this section that differ from the regulations that apply to a cadet at the Academy appointed from the United States.

(2) A person receiving instruction under this section is not entitled to an appointment in an armed force of the United States by reason of graduation from the Academy.

(d) A person receiving instruction under this section is not subject to section 4346(d) of this title.

(Aug. 10, 1956, ch. 1041, 70A Stat. 242; P.L. 98-94, § 1004(a)(1), Sept. 24, 1983, 97 Stat. 657.)

[§ 4346. Repealed. P.L. 98-94, § 1004(a)(2), Sept. 24, 1983, 97 Stat. 658.]

§ 4346. Cadets: requirements for admission

(a) To be eligible for admission to the Academy a candidate must be at least 17 years of age and must not have passed his twenty-second birthday on July 1 of the year in which he enters the Academy.

(b) To be admitted to the Academy, an appointee must show, by an examination held under regulations prescribed by the Secretary of the Army, that he is qualified in the subjects prescribed by the Secretary.

(c) A candidate designated as a principal or an alternate for appointment as a cadet shall appear for physical examination at a time and place designated by the Secretary.

(d) To be admitted to the Academy, an appointee must take and subscribe to the following oath—

"I, _____, do solemnly swear that I will support the Constitution of the United States, and bear true allegiance to the National Government; that I will maintain and defend the sovereignty of the United States, paramount to any and all allegiance, sovereignty, or fealty I may owe to any State or country whatsoever; and that I will at all times obey the legal orders of my superior officers, and the Uniform Code of Military Justice."

may not exceed the equivalent of one academic semester at the Air Force Academy.

"(c) COSTS AND EXPENSES.—(1) A student from a military academy of a foreign country is not entitled to the pay, allowances, and emoluments of an Air Force cadet by reason of attendance at the Air Force Academy under the exchange program, and the Department of Defense may not incur any cost of international travel required for transportation of such a student to and from the sponsoring foreign country.

"(2) The Secretary may provide a student from a foreign country under the exchange program, during the period of the exchange, with subsistence, transportation within the continental United States, clothing, health care, and other services to the same extent that the foreign country provides comparable support and services to the exchanged Air Force cadet in that foreign country.

"(3) The Air Force Academy shall bear all costs of the exchange program from funds appropriated for the Academy. Expenditures in support of the exchange program may not exceed \$50,000 during any fiscal year.

"(d) APPLICATION OF OTHER LAWS.—Subsections (c) and (d) of section 9344 of this title shall apply with respect to a student enrolled at a military academy of a foreign country while attending the Air Force Academy under the exchange program.

"(e) REGULATIONS.—The Secretary shall prescribe regulations to implement this section. Such regulations may include qualification criteria and methods of selection for students of foreign military academies to participate in the exchange program."

"(2) The table of sections at the beginning of such chapter is amended by inserting after the item relating to section 9344 the following new item:

"9345. Exchange program with foreign military academies."

"(c) REPEAL OF OBSOLETE LIMITATION.—Section 9353(a) of such title is amended by striking out "After the date of the accrediting of the Academy, the" and inserting in lieu thereof "The".

SEC. 543. REIMBURSEMENT OF EXPENSES INCURRED FOR INSTRUCTION AT SERVICE ACADEMIES OF PERSONS FROM FOREIGN COUNTRIES.

(a) UNITED STATES MILITARY ACADEMY.—Section 4344(b) of title 10, United States Code, is amended—

(1) in paragraph (2), by striking out the period at the end and inserting in lieu thereof the following: ", except that the reimbursement rates may not be less than the cost to the United States of providing such instruction, including pay, allowances, and emoluments, to a cadet appointed from the United States"; and

(2) by adding at the end the following new paragraph:

"(3) The amount of reimbursement waived under paragraph (2) may not exceed 25 percent of the per-person reimbursement amount otherwise required to be paid by a foreign country under such paragraph, except in the case of not more than five persons receiving instruction at the Academy under this section at any one time."

(b) NAVAL ACADEMY.—Section 6957(b) of such title is amended—

(1) in paragraph (2), by striking out the period at the end and inserting in lieu thereof the following: ", except that

the reimbursement rates may not be less than the cost to the United States of providing such instruction, including pay, allowances, and emoluments, to a midshipman appointed from the United States," and

(2) by adding at the end the following new paragraph:
"(3) The amount of reimbursement waived under paragraph (2) may not exceed 35 percent of the per-person reimbursement amount otherwise required to be paid by a foreign country under such paragraph, except in the case of not more than five persons receiving instruction at the Naval Academy under this section at any one time."

(c) AIR FORCE ACADEMY.—Section 9844(b) of such title is amended—

(1) in paragraph (2), by striking out the period at the end and inserting in lieu thereof the following: ", except that the reimbursement rates may not be less than the cost to the United States of providing such instruction, including pay, allowances, and emoluments, to a cadet appointed from the United States," and

(2) by adding at the end the following new paragraph:
"(3) The amount of reimbursement waived under paragraph (2) may not exceed 35 percent of the per-person reimbursement amount otherwise required to be paid by a foreign country under such paragraph, except in the case of not more than five persons receiving instruction at the Air Force Academy under this section at any one time."

(d) EFFECTIVE DATE.—The amendments made by this section apply with respect to students from a foreign country entering the United States Military Academy, the United States Naval Academy, or the United States Air Force Academy on or after May 1, 1998.

SEC. 544. CONTINUATION OF SUPPORT TO SENIOR MILITARY COLLEGES.

(a) DEFINITION OF SENIOR MILITARY COLLEGES.—For purposes of this section, the term "senior military colleges" means the following:

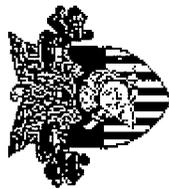
- (1) Texas A&M University.
- (2) Norwich University.
- (3) The Virginia Military Institute.
- (4) The Citadel.
- (5) Virginia Polytechnic Institute and State University.
- (6) North Georgia College and State University.

(b) FINDINGS.—Congress finds the following:

(1) The senior military colleges consistently have provided substantial numbers of highly qualified, long-serving leaders to the Armed Forces.

(2) The quality of the military leaders produced by the senior military colleges is, in part, the result of the rigorous military environment imposed on students attending the senior military colleges by the colleges, as well as the result of the long-standing close support relationship between the Corps of Cadets at each college and the Reserve Officer Training Corps personnel at the colleges who serve as effective leadership role models and mentors.

(3) In recognition of the quality of the young leaders produced by the senior military colleges, the Department of



International Members of the Corps of Cadets

- Bulgaria - 4
- Croatia - 3
- Romania - 2
- Estonia - 2
- Poland - 2
- Latvia - 1
- Slovenia - 1
- Turkey - 3
- Cameroon - 3
- Bulgaria - 4
- Croatia - 3
- Romania - 2
- Estonia - 2
- Poland - 2
- Latvia - 1
- Slovenia - 1
- Turkey - 3
- Cameroon - 3
- Trinidad - 3
- Barbados - 3
- Costa Rica - 3
- Honduras - 1
- Guatemala - 1
- Thailand - 1
- Korea - 1
- Cambodia - 1
- Singapore - 1
- Malaysia - 1

Duty, Honor, Country

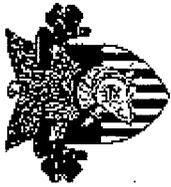


Previous Title 10 Legislation

- Not more than 40 foreign cadets enrolled at any time.
- These cadets are in addition to the authorized strength of the Corps of Cadets.
- Foreign nations reimburse the U.S. for education costs.
- SECDEF may waive reimbursement requirement.

Status of International Cadets - 97

- 115 foreign cadets from 39 countries enrolled at Academies.
- Full cost reimbursement waived for 106.
- Cost to DOD is \$7.2M annually.



United States Military Academy

PL 105-85, Section 543

- Cost waiver may not exceed 35% of the per-person reimbursement.
- However, may waive more than 35% for not more than five cadets.

Prepared by: USMA, OPA 4/22/90 15:35

Duty, Honor, Country

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DRAFT

MAOR

23 April 1998

MEMORANDUM THRU DCSPER

FOR CHIEF OF STAFF, US ARMY

SUBJECT: Impact of recent legislation on international cadets at USMA

1. I am extremely concerned about the potential adverse impact of legislative changes included in the Fiscal Year 98 National Defense Authorization Act (NDAA), Section 543 regarding international cadets at the Federal Service Academies. This legislation could deter certain foreign governments from participating in this program. Any near-term cost savings associated with these changes need to be evaluated against the long-term affect upon our relationships with important international allies and potential allies.

2. Previously, under Title 10 USC, the Federal Service Academies, in cooperation with the Departments of Defense and State, selected and enrolled up to 40 international cadets each, approximately 10 per class. The cost would have been charged to the student's Government. However, the Secretary of Defense had waiver authority, which he exercised in those instances he deemed appropriate.

3. The FY98 NDAA changed the authority of the Secretary of Defense to waive charges to a foreign government. Specifically, the amount of reimbursement waived cannot exceed 35% of the per-person reimbursement amount otherwise required to be paid, nor can the per-person reimbursement be waived for more than five cadets per Academy. This legislation could impose a severe financial burden upon less affluent countries, causing some of them to stop participating in the program. Among those affected are the emerging, democracies of Eastern Europe, which currently account for the majority of international cadets at West Point. Undoubtedly, these nations will play an important role in the European security arrangements of the 21st century, a matter of vital interest to the United States.

4. One of the important benefits from the presence of international cadets at the West Point is the contribution they make to the development of American cadets. They bring to the Corps a rich heritage of language, history, culture, religion, and government, which they share in a unique and indelible manner over their four-year stay. This is a critical influence that helps to develop in our own cadets a trust in, and respect for, these prospective partners in future coalitions.

5. At the same time, international cadets benefit from learning about the American Army and society. The importance of these contacts cannot be overstated. Upon graduation, international cadets return to serve as officers in their respective nations, where many of them eventually assume senior leadership positions. Some of USMA's international alumni have risen to the highest levels in their governments: Ying, Hsing Wen, CI '09, Lieutenant General in the Chinese National Army; Fidel Ramos, CI '50, President of the Philippines and former Army Chief of Staff, Vijit Sookmark, CI '58, Chief of Staff, Royal Thai Army; Pichitra Kullavanijaya, CI '58, former Deputy Supreme Commander, Thai Army; and Jose Maria Figuerres, CI '79, President of Costa Rica. Younger international graduates will surely follow in the footsteps of these distinguished soldiers and statesmen in the years ahead.

6. In summary, the presence of international cadets is a very special and important part of the West Point Experience - they benefit the Military Academy, our Army, and their own respective countries. It would be extremely unfortunate for both West Point and our international security interests if this valuable program should atrophy.

7. We will monitor closely the impact of this legislative change upon the foreign cadet make-up of our new classes and advise you of any trends as they unfold. In the meantime, I would hope that the Department of the Army could work with OSD and the other Services to seek a change to Section 543 which would preserve the current vitality of the international cadet program. I am convinced that this is a national investment in the future of our international security relations that is well worth the modest cost to the American people.

DANIEL W. CHRISTMAN
Lieutenant General, US Army
Superintendent

From 8apm Mon Apr 27 10:00:04 1998
Return-Path: <8apm>
Received: by sunams.usma.army.mil (4.1/25-eeL)
id AA02805; Mon, 27 Apr 98 10:00:03 EDT
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Date: Mon Apr 27 10:00:02 1998
From: 8apm (APM ORGANIZATIONP-L E-MAIL)
To: 8dad, 8sgs
Subject: (P) PANAMANIAN APPLICANT TO UNITED STATES MILITARY

PTAUZDKW RUEHZPA1488 1131749-UUUU--RUERGAH.
.ZNR UUUUU ZZH
P 231749Z APR 98 ZDK CTG EDCSD SVC RE EDFMA-INV
FM AMEMBASSY PANAMA
TO RUEKJCS/SECDEF WASHDC//USDP:ISA/FMRA//
.INFO RUEHC/SECSTATE WASHDC 1287
RUEADWD/DA WASHINGTON DC//DAMO-SS/DAPE-MPO//
RUMIAAA/USCINCSO MIAMI FL//SCJ5-SA//
RUERGAH/SUPTUSMA WEST POINT NY//MAAR-A//
BT
UNCLAS PANAMA 001488

SECSTATE FOR ARA/EX

E.O. 12958: N/A
TAGS: AMGT
SUBJECT: PANAMANIAN APPLICANT TO UNITED STATES MILITARY
ACADEMY CLASS OF 2002

1. THE REPUBLIC OF PANAMA WILL NOT PAY TUITION COSTS FOR ACCEPTED APPLICANT OLMEDO ALFARO, JR. TO ENTER IN THE USMA CLASS OF 2002. PANAMA'S RECENT GOVERNMENTAL FISCAL CRISIS AND DEBT RESTRUCTURING, IN ADDITION TO COMPETING NATIONAL DEVELOPMENT INITIATIVES, MAKES PAYING EVEN THE NOMINALLY REDUCED RATE OF \$45K A YEAR IMPOSSIBLE.
2. COL DAVID BRUENING, THE U.S. DEFENSE REPRESENTATIVE, AND AMBASSADOR WILLIAM HUGHES, U. S. AMBASSADOR TO PANAMA, DEEPLY REGRET THAT MR. ALFARO WILL NOT BE ABLE TO ATTEND USMA, DUE TO THE RECENT CHANGES IN TUITION POLICY. HIS ATTENDANCE AT USMA IS CONSIDERED A VITAL PART OF THE AMBASSADOR'S ONGOING ENGAGEMENT PROGRAM WITH THE GOVERNMENT OF PANAMA. WE CONSIDER THE CHANGES IN POLICY THAT PREVENT HIS ATTENDANCE MOST UNFORTUNATE.
3. MR. ALFARO WOULD HAVE BEEN THE FIRST USMA CADET FROM PANAMA IN OVER TWELVE YEARS, AND MORE IMPORTANTLY THE FIRST PANAMANIAN INTERNATIONAL CADET AT USMA POST 1989 U.S. INVASION OF PANAMA (OPERATION JUST CAUSE). HE HAS BEEN GUARANTEED EMPLOYMENT IN THE PANAMA CANAL AUTHORITY (OR PCA, THE PANAMANIAN SUCCESSOR TO THE U.S. GOVERNMENT PANAMA CANAL COMMISSION, OR PCC), AND WOULD ENTER INTO GOVERNMENT SERVICE AS A USMA TRAINED ENGINEER AT A CRITICAL TIME IN THE BEGINNING OF COMPLETE PANAMANIAN OWNERSHIP OF THE CANAL. AN OUTSTANDING ACADEMIC APPLICANT, MR. ALFARO HAS BEEN ACCEPTED AT SOME OF THE BEST UNIVERSITIES IN THE U.S., INCLUDING PURDUE, GEORGIA TECH, UNIVERSITY OF ARIZONA, UNIVERSITY OF TEXAS, AND THE UNIVERSITY OF ILLINOIS. FURTHERMORE, MR. ALFARO WOULD HAVE BEEN ONE OF THE FEW, IF NOT THE ONLY, THIRD GENERATION USMA INTERNATIONAL CADET. HIS GRANDFATHER (OLMEDO ALFARO, USMA 42) AND HIS FATHER (OLMEDO ALFARO, USMA 74) ARE BOTH GRADUATES OF WEST POINT.
4. ACCORDINGLY, WE STRONGLY RECOMMEND THAT A TUITION WAIVER BE CONSIDERED FOR MR. ALFARO.
5. POC FOR THIS ACTION IS MAJ WILLIAM WALL, DSN (313) 285-4605, COMMERCIAL (507) 227-2238, FAX (507) 227-2884, EMAIL WWALL@SAN.OSD.MIL.
HUGHES
BT

APM/COMMUNICATIONS OPNS , USMA, West Point 10996

- Organizational Electronic.Mail: 8apm@westpoint-emh2.army.mil

INFORMATION PAPER

SUBJECT: Hotel Thayer Privatization/Personnel Transition

1. The requirement for the developer to provide a benefit package for Nonappropriated Fund (NAF) employees under the Hotel Thayer Privatization Contract has been paramount throughout the contracting process. The release of NAF employees through a business based action also provides some benefits to employees of the fund, upon their separation. Hudson River Partners have developed an employee benefit plan, which will be effective on 7 May 1998.

2. Hotel employees received a pre-counseling packet advising them of their entitlements under the current NAF medical/dental, retirement, and life insurance programs. All hotel employees were, offered individual benefits counseling 20-22 April 1998, on site by NAF-CPO. The following information is provided on benefits the employees will receive from the NAF and the Developer:

a. **Severance Pay** - Since the separation of NAF employees was accomplished through a business based action, all NAF employees one year of service are entitled to severance pay of 2% of their current salary times the numbers of creditable years of service.

b. **Sick Leave** - The Fund will purchase 1/3 of the employee's sick leave balance, and this will be matched by the Developer. The funds will be administered by the Developer/Army. Employees that are eligible for retirement have the option of having all 100% of their sick leave credited toward retirement.

c. **Annual Leave** - Employees are entitled to payment for the full amount of accumulated leave at time of separation.

d. **Compensatory Time** - All compensatory time will be honored by Developer.

e. **Medical/Dental Benefits** - All currently enrolled employees that are vested in the medical/dental benefits program were given the option to continue coverage under the NAF plan if the employees pays the total premium. Employees who choose to retire will have carry over benefits. The Developer states that they will have in place on 7 May 1998 a comparable medical/dental benefit plan, and that all pre-existing conditions will be covered under the plan.

f. **Retirement Program** - Early or regular NAF retirements may be taken if employee is eligible. Early retirement starts at 50 years of age and 20 years service. Regular retirement is at 62 years of age and 5 years of service. For employees not eligible for retirement, their present NAF 401K may be vested without time limits, but the NAF contribution will be frozen after 6 May 1998. Employees not vested in the program will have their contributions returned. The Developer plans to establish a 401K with rollover capability, as well as a new 401K program.

g. **Life Insurance** - Employees may convert their current life insurance plan from a group plan to an individual program, with limitations. It is our understanding that the Developer will be providing life insurance benefit program.

h. **Unemployment** - Employees will be entitled to file for unemployment benefits if they- choose not to accept employment with the Developer.

JAMES A.RUGGERIO
DCFA/8253

ENCLOSURE 11
APPENDIX III

Principles for Review of Sullivan Scripts

- The Army professional ethic and the standards of the Academy should be accurately portrayed.
- The script must demonstrate institutional commitment to the values of *Duty, Honor, Country* and to mission accomplishment.
- The theme of the series, and to some degree each sequence, should convey that the West Point Experience is preparing cadets *for officership* - service in the profession of arms as leaders of the U.S. Army.
- Conduct, directed in the script, that is inconsistent with professional standards of behavior must not appear to be condoned by the institution.
- Any literary inaccuracies must not compromise fundamental operating principles (e.g., concern for the welfare and safety of cadets, respect for human dignity, and due regard for property).
- Dilemmas, conflicts, and other personal challenges must ultimately be resolved in accordance with institutional standards and values or the script must identify that the "proper" solution that was not adopted.

In mid-March, we received a letter from COL (Ret) Frederick G. Rockwell, Jr., President of the Class of 1951. He forwarded a document prepared by a committee of his classmates. It is entitled: "The Mission of the United States Military Academy, A White Paper by the Class of 1951," dated February 1998. The views expressed in the paper were not proffered as a "study," but rather as a "cumulative statement of how some dedicated graduates view West Point and its Mission.

For several weeks now, we have been discussing the paper with COL Rockwell and others in order to address respectfully their views, while giving them accurate, objective assessments of the situation at West Point. Recently, we sent COL Rockwell the draft of a response to the White Paper and offered the opportunity to dialogue with the authors before the paper-and our response-were posted for public review.

However, we have learned that the paper is now posted on an electronic bulletin board, <http://www.west-point.org/class/usma1951/publication/>, and is being disseminated widely, to include the Corps of cadets. Because of the extremely serious errors embedded throughout the "White Paper," we believe it is important to share with you our draft response (below) to COL Rockwell.

We should state up front how much all of us respect the Class of '51 for their enormous and continuing contributions to West Point and our nation-'51 is in fact one of West Point's most supportive classes. In that light, it is difficult to reconcile the authors' views, which are so divisive and hurtful, as reflective of the class itself.

Frankly, the opinions expressed in this paper are insulting and sexist; they demean not only the Corps of Cadets, but all recent graduates as well as West Point's superb staff and faculty. Critical assertions are without foundation. Although the authors' motives may be proper, the authors are badly misinformed. Consequently, their conclusions and recommendations are seriously flawed. More disturbingly, these views will eventually reach many who have little or no knowledge of our Armed Forces, and this will wind up harming, the Academy and the Army that we love and serve. It is most unfortunate that the authors failed to check their "facts" before they released the White Paper. Had they done so they would have learned that USMA continues to execute its critical mission superbly for the Army and the Nation.

The response below was prepared for COL Rockwell and the authors of the paper. We hope this is helpful for you.

DRAFT

DRAFT

April 15, 1999

Colonel Frederick G. Rockwell, Jr.
United States Army, Retired
President, Class of 1951
6420 Lyric Lane
Falls Church, Virginia 22044

Dear Colonel Rockwell,

Thank you for forwarding the "White Paper," authored by a committee from the Class of '51. Rest assured that I have accepted the paper in the spirit you intended: as a means to strengthen and improve the Military Academy. The paper was extremely candid in laying out a "cumulative statement of how some dedicated graduates view" USMA. I will be equally candid in reacting to these views. I will also tell you what I fear will be the cumulative effect of such views on the institution we both love and admire.

First, Colonel Rockwell, you need to know how much all of us here at West Point appreciate what the Class of '51 has done to contribute to this nation's defense and to the professionalization of our Army. Many of your class mentored me and the present leader team at USMA, and we will be forever grateful for those years of dedicated service. Further, your class has continued to contribute so much to the Academy and to the cadets in the years following your active service. The Class of '51 has stood as an example of devotion to our Alma Mater in deeds as well as words. We cannot thank your class enough for that support.

In that light, what I am about to say is rendered even more difficult. Since you were not yourself an author of the "White Paper," I would ask you to step back and read the document dispassionately. Fairly read, it concludes that: West Point is no longer producing a quality product, our uniqueness has disappeared, entering candidates are of reduced quality, the instructors and Tacs are no longer "front runners," our role in the nation's defense is of diminishing importance, the institution is "just another ROTC college," we tolerate alcohol, we no longer "test" the cadets, we've lowered standards across the board, we have adopted an academic program that fails to focus on producing Army combat leaders, and we are more expensive than alternative sources of commission. If I'm a congressional staffer or member of Congress with indifferent views of the Federal Service Academies (not negative views, just

indifferent) and I read this stuff, my first reaction is, "Close the Academies! Why should the American People continue to fund these institutions if they are so inefficient and ineffective?"

Fred, our relations with Capitol Hill are presently extremely good. But, I am absolutely convinced that an incessant drum beat of the "views" such as you have enclosed will inevitably undermine congressional confidence in the value of West Point. This is surely not what the authors of your paper intended. The most serious concern any of us who love our Alma Mater can have with the "White Paper" is that it is simply full of unsubstantiated perceptions, wrongheaded logic, and terribly erroneous conclusions.

Let me try to explain the rationale for what I have just said, and I'll start with one of the most serious deficiencies -- the paper's characterization of the congressional decision to provide for the admission of women to West Point. I'll be candid with the authors right up front: the entire paragraph on Admission of Women is insulting, patronizing, and completely misinformed. The authors will say that was not the "intent," but the bottom line is clear and its connotation is contemptible. Fred, I know you realize that our Alma Mater is the United States Military Academy, not the "Authors' Military Academy." However, the authors might want to be reminded that America has spoken on the issue of women at the Service Academies. And, the contribution of women to our Army and our National Defense provides compelling evidence for their courage, competence, loyalty, and warrior spirit. West Point continues to produce the "warriors" the authors desire, and among these warriors are women, who like men, are also commissioned into the combat arms. To associate the admission of women with "concomitant lowering of standards" (nicely timed by the authors to begin in 1976!) is simply unworthy of your great class. As with so much of what passes for "views" in the "White Paper," the authors' judgments need to be vetted against current experience at our institution. More on this at the end of my note, but seeing the training and the commitment of female and male cadets, not sharing neuralgia in cyberspace, is the best way to make sound judgments on one's Alma Mater. I'd be most anxious to show you how contemporary male and female academic, military, and physical performance (including the PT scores) compare with your class -- and mine. The contrasts are stark -- and I'll tell you, Fred, we don't begin to compare!

As long as we're on the kick about "lowering standards," what is the basis for the equally demeaning remark about the reduction in the "quality of entering candidates?" How is a graduate of the post-expansion Long Gray Line (the classes of the 70's, 80's and 90's) to react to that unsubstantiated, inaccurate, and insulting assertion? By every objective measure, entering classes continue to match or exceed earlier classes in those indicators of future leadership that we've examined since WWII. The cadet candidates are a terrific lot, thanks to the excellent recruiting your class and others have done. I was reminded of that fact this week when I saw the Class of 2001 perform during Plebe Parent Week. Fred, I know you would have been impressed, even with the 90's version of the "Band Box Review" we conducted in Gillis Field House. But, I simply fail to understand why the authors are concerned about recruiting quality when there is no problem with that quality! There IS a problem getting the word out about the Service Academy

experience and what it offers to newer generations of America's youth -who know very little about the military. I'll have more to say on this too at the end.

It is also essential that you know that the quality of our military and civilian faculty remains superb. The suggestion in the "White Paper" that expansion of the Corps corrupted the credentials of the outstanding instructors at USMA is completely without basis. The facts indicate that current and former members of the Staff and Faculty go on to provide years of uniformed service that is truly distinguished. Their selection rates for promotion, command, and military schooling greatly exceed the Army averages and attest to the quality of their past performance and their ability to accept greater responsibilities. Four of our current four-star Army commanders (Hartzog, Clark, Shinseki, and Bramlett) were on the Staff and Faculty here in the 70's, 80's, and 90's; others from our faculty will surely follow in their footsteps in the years ahead. There's no issue here, Fred. In this area, and others, I urge the "White Paper" authors to keep their eye on the ball and not swing at phantom pitches.

Two more points need a firm response: the paper's critique of our Academic Program, and the festering Reserve/Regular Commission issue. With respect to the Academic Program, never before has the curriculum been better linked to the needs of the Army! In close cooperation with the Department of the Army, the Dean has structured a curriculum that is unsurpassed in its quality and relevance for preparing career commissioned officers. The program is tough and more challenging than during our day. It is balanced between the Social and Physical Sciences; it prepares cadets for Army careers and continuing professional growth. All graduates must achieve standards which are applauded both by our Field Commanders and our accreditation and oversight agencies -- most recently on the basis of surveys and reaccreditation in just the past twelve months. As an aside, despite the claim by the "White Paper" authors that we have no ability to "assign a class rank," we do! All cadets know exactly where they stand at the end of each term; we use class standings as we did in your day: for branch selection, initial assignment, and sequencing onto the active duty rolls. This misunderstanding is typical of the authors' inability or unwillingness to grasp the facts.

Next, on the Regular/Reserve Commission issue, please leave this alone! The Chief of Staff (USMA '62), and all the Service Academy Superintendents, including myself, have said don't touch it! As you know, all of our graduates are commissioned on active duty with five-year service obligations. Their Army careers are managed exactly as were yours and mine. The fact that they now begin with a Reserve Commission, which is a congressional mandate, does not affect them adversely in ANY way. However, by continuing to challenge the legislation, we run the serious risk of losing congressional support in other areas of critical importance to the Army. I must tell you, Fred, there is no support for changing the current law; it's time to stop beating, this dead horse and move on.

Fred, this "White Paper" is disturbing because it is replete with errors, errors of fact and errors of logic -- and these form the basis for its erroneous opinions, judgments, and recommendations. And, I've discussed only some of the principal concerns; many others exist. For example:

Reduce the size of the Corps -- why are the authors proposing this, of all things? The Army needs 4,000 lieutenants a year; USMA provides 900. -Following the "White Paper's" recommendation means 300 fewer West Pointers commissioned on active duty, numbers that will be made up by taking ROTC cadets who are lower on the order of merit list. What sense does this make?

Stop cadet summer assignments in Washington and send them to troop units -summer assignments such as the authors decry are taken during the time you and I spent on leave and they are all related directly to our profession. All cadets continue to serve with troops during summer leader training --just as you and I did!

The authors' concern about retention rates of the younger classes IS a worry of mine as well, Fred. Retention rates for classes beginning with year-groups '86 are lower, 5 - 15%, than the retention statistics we were used to seeing in the 60's, 70's, and 80's. But the root cause of the lower retention is certainly NOT the phrase "lifetime service to nation." That is turning logic on its head. You know as well as I do why rates for the younger classes are lower: the huge Army drawdown since 1989, accompanied by inducements to leave, including waiving service obligations (not West Point's initiatives!). These have affected the younger West Point classes hard. We'll see the impact of that for years to come for the year-groups beginning with the mid 80's. However, now that the drawdown is over, I'm concerned about where we go from here. The enormously increased "Optempo" and the significantly reduced benefits package (retirement, health care) from your era and mine are major retention challenges. In this light, inspiring the newer classes is all of our responsibility -- your class, the West Point leader team, and perhaps most importantly, the Army itself. Carping, inaccurately, about reduced influence at the national level and reduced quality of the more recent candidates and grads surely doesn't help "inspire" one to a lifetime career!

You should know that I am willing, even eager to discuss the entire content of the "White Paper" with the authors, or with a class delegation of your choosing. This is surely a better way to find out the facts than through an aimless wandering in cyberspace. More importantly, let me assure you and your class that I share completely the overarching goal of the authors: "To build character and to generate commitment to service in the Army." That was the whole thrust behind my initiative in recrafting the "Mission" in the first place, as I tried to outline in the Assembly last fall and many times subsequently. The "Purpose" statement, which said nothing about the Army and was confusing alongside the "Mission," is now gone. I agree with the authors that not mentioning career Army service in the more easily memorized "Purpose" statement may have unintentionally focused candidates on career outcomes other than in uniform. For that reason, the mission I have proposed emphasizes commissioned leadership and a career in uniform; those are the central tenets of the new statement, and they have been overwhelmingly well received by our alumni. "Selfless service to nation," which has apparently drawn the ire of the authors and some of your class, is put there for the same reason your classmate proposed its original inclusion in the "Purpose" Statement in the late 80's: to highlight that once service in uniform is

done, one's obligation to country remains. But such broader service is derivative from the focus on the Army, not the other way around.

Fred, writing this has not been easy -- but these thoughts had to come back to you- let me close with an additional offer. Based on a suggestion from the Class of 1958, we are sponsoring a Graduates' Seminar this- summer, scheduled now for the third week in June. The intent is to reserve spaces for about 150 alumni to come back, live in the barracks, interact with the cadets, eat with them in the Mess Hall, observe training, and be brought up to speed generally on what is happening. It's an exciting opportunity, and based on the "White Paper," I would expect that you would want to take advantage of it. I would particularly expect that each of the authors of the "White Paper" would be there, to bounce their "views" against reality.

Thank you again for your courteous and respectful note that accompanied the paper itself. I hope we will have a chance to interact during this summer's Class Leaders' Conference, which I understand will coincide with the Acceptance Parade for the Class of 2002. Hope to see you there, Fred. All the best from West Point!

Sincerely,

Daniel W. Christman
Lieutenant General, US Army
Superintendent

THE MISSION OF THE UNITED STATES MILITARY ACADEMY

**A WHITE PAPER
BY
THE CLASS OF 1951**

FEBRUARY 1998
EXECUTIVE SUMMARY

The purpose of this White Paper is to express the views of the Class of 1951 on the current mission of the United States Military Academy and how that mission has impacted on the graduates of recent years and on the Military Academy.

In response to the solicitation by the Superintendent of the views of graduates concerning a proposed new mission statement, the Class of 1951 response was strong in the desire to express its opinions on the state of West Point today and on how West Point should prepare cadets for dedicated service in the U.S. Army. To present views which would represent the majority of the Class, comments were requested from Class members on the current mission of the Military Academy and the direction our Alma Mater appears to be taking. Further, comments were sought on how West Point and the Army could better prepare cadets to perform their duty in the U.S. Army upon graduation. This White Paper expresses those views and recommends a new mission statement for the Military Academy.

Since entering the Military Academy in 1947 members of the Class of 1951 have been imbued with the notion that the purpose of West Point was to produce the finest military leaders, educated, trained and inspired to fight and win our nation's wars and to ensure the peace. More recently, it has been a matter of concern to the Class that the roles which recent West Point graduates play in our nation's defense appear to us to be of diminishing importance. This is believed to be reflective of the loss of the uniqueness of the West Point Experience and what that has done in failing to inspire and motivate cadets to prepare themselves to be leaders of troop units upon graduation and leaders of the Army in years to come.

Accordingly, this White Paper will present the beliefs of the Class of 1951, which are:

- There are problems with West Point today and its training of cadets for committed service to the Army.
- There are certain fundamental characteristics derived from the sum and substance of "Duty, Honor, Country" which must continue to be the embodiment of every West Point graduate.
- There are specific actions which West Point, and the Superintendent in particular, should take to produce that type of graduate.
- There are certain actions that should be taken by the Department of the Army to facilitate that objective.
- There is a need for a new mission statement for the Military Academy to ensure that it will provide an enduring product of great pride to West Point and of immense value to the Army.

WEST POINT TODAY

General.

The Class of 1951 believes that it is time to stop, analyze what has taken place at West Point the past two to three decades, and assess the direction the Military Academy is taking as it nears its 200th year.

The West Point product is directly reflective of the mission of the Military Academy. In the course of the last thirty years the official mission statement has undergone significant modification from a specific and detailed statement to one that allows for a loose interpretation (See Appendix A). As a result, Superintendents have been able to institute changes and new initiatives without a confirming review by the Department of the Army of the West Point product and how that product is being prepared for a lifetime of service in the Army. In our opinion, the cumulative effects of many of the changes have not been altogether desirable.

Changes at West Point.

Since 1951, there have been significant changes in our society, scientific knowledge, and the world's political and economic condition. However, there has been no change in our country's need for dedicated professional Army officers. The Class of 1951 is concerned that West Point, in adjusting to our changing world, has instituted changes which have decreased its capability to produce dedicated professional soldiers. At any given time these adjustments may appear insignificant to a Superintendent; however, over time they become consequential. We conclude they represent momentum in a direction not entirely beneficial to the Army. The result is that

West Point -- more and more -- tends to assume the profile of a college or university. West Point appears to be trying to graduate individuals who are "all things to all people", rather than troop leaders who are well rounded and well grounded.

It is our view that five major events at West Point have had a significant adverse impact on the "defining features" of the West Point Experience. These are: (1) the expansion of the Corps of Cadets from 2,400 to 4,400; (2) the commissioning of graduates into essentially every branch in the Army; (3) the admission of women at West Point in 1976; (4) the loss of the Regular Army commissioning upon graduation; and (5) the extensive changes to the curriculum over the years. Attitude and changes associated with these five events have been incremental and have resulted in unintended consequences. The impact on the Corps of Cadets and their views regarding a "lifetime career as an officer in the Regular Army" has been unfortunate.

Although not directly associated with any one of the above events, the significant changes that have taken place in the cadet lifestyle may also have had an unintended adverse impact on cadet attitudes. Many simply call it "a liberalization of cadet life". This is evident with the changes in the Plebe System that make the "rite of passage" a much easier course to run; the increased privileges and absences from West Point; the relaxation of dress requirements; the reduction in mandatory formations; the poor quality of drilling cadets on parade; and the tolerance of alcohol. What was uniquely a Spartan, disciplined and respected source of commissioned officers appears to have drifted into becoming another ROTC college, with its single defining feature being that it is more expensive to the taxpayer. What the cadets lost was the rigor and the demands of the unique experience that set them apart from the ROTC graduate. In our view, the standards of discipline have slipped. The absolutes of the "Ace" Collins and John Throckmorton era seem to have given way to the individualism of the college campus. The hallmarks of austerity and dignity of the institution are eroding. The fear of the abuse of power by cadets has robbed the Plebe System of its essential "testing" component. There are too many privileges, too much freedom, too many slogans, and too much worrying about tender psyches. The five events laid out below have, in our opinion, caused this condition to exist today at West Point.

The Expansion of the Corps.

The increase in the Corps size has caused a diminution in standards, a normal reaction of organizations when they double in size in a single step. Most probably, the quality of entering candidates has been reduced. The increase in Corps size also meant an increase in the Staff and Faculty, thereby making it more difficult to maintain a quality content. This was exacerbated by the Army's efforts in the past three decades to emphasize its force structure needs, thereby urging officers to seek duty in troop units. The resulting effect on the Corps of Cadets has been fewer of the "front runners" seeking a position in an academic department or the Tactical Department. In addition, cohesion has been lost and the quality of the product has been diluted.

Branch Selection.

Historically, West Point graduates have been recognized as the premier combat leaders. Classes were commissioned in the combat arms, and the Warrior Ethos was synonymous with the West Pointer. A combat arms detail of two years was in effect for many years; graduates were allowed to change branches only after that two-year period. When the Department of the Army relaxed that requirement and began commissioning in all the combat support and combat service support branches, the impact across the board was enormous.

First and foremost, imbuing the cadet with a desire to lead troops in combat became only one of the career motivations; other motivations became relevant because the cadet could select a branch which engaged in relatively little combat action. This tended to vitiate the warrior notion, and the cadet developed a different outlook about career service to country.

Second, the combat arms branches lost a high percentage of West Pointers who set the pace for the rest of the Officer Corps in the toughest of jobs under combat conditions. Army officers from all sources have historically looked up to the West Point combat leaders as the epitome of their profession. With many of these gone from the combat arms, the Army lost some uniquely trained combat leaders.

Third, it has been axiomatic that the combat arms have set the pace - and the standards - for the rest of the Army. The move away from only combat arms at West Point has also had a gradual but clearly discernible effect as seen by many visitors to West Point in the relaxation of standards. Each graduate may have his own explanation for why that has occurred, but most seem to agree that a drift away from the preeminence of the mission to train combat leaders will result in a lowering of standards, probably not by design, but by circumstances.

The nation has always expected the West Pointer to lead the Army's fighting forces whenever the country went to war. The people of this country look upon West Point to produce the Lees, Grants, Pershings, MacArthurs, Eisenhowers, Bradleys, Pattons, Ridgways, Abrams, Schwartzkopfs, Franks and McCaffreys. They think of West Point as an institution that will develop their Army's future combat leaders, and they would want it no other way.

Admission of Women.

The admission of women to West Point was bound to cause a major change in the psyche of the male cadet who, up to this point, was characteristically considered a warrior. That characterization cannot be readily stated with the admission of women. It is necessary to consider the effect their admittance has had on the way cadets treat each other. Gender differences will always be a matter with which the Army must contend, often differently than the civilian sector, simply by what is required of a military leader, regardless of branch. It is evident to many graduates that the introduction of women at West Point further exacerbated the problem of the production of fewer combat arms leaders discussed earlier. This not only means fewer warriors to be commissioned and accessed into the force; it also means that discipline, which was more readily inculcated in an all-male institution, would be more difficult to instill once women were admitted. What seems to have occurred at West Point since 1976 is a concomitant

lowering of standards of appearance, discipline, and performance, albeit gradual and probably not intended. The fact that it occurred must be recognized by the authorities and steps taken to reinstate the type of rigor in cadet training that would ensure that throughout the four years at West Point, cadets are forever reminded that life is one of discipline and that it is one requiring adherence to a high set of standards.

This issue is not one of separate standards for males and females. The issue is that standards at West Point for all cadets are not what they should be, and that can be traced back to the changing mission statements. The Class of 1951 well remembers the first part of the mission statement that we memorized during Beast Barracks, namely, "To instill discipline and a high sense of honor". Why was that eliminated in the 1960s?

Regular Army Commission.

The fourth factor of impact on change at West Point was the law which denied an automatic Regular Army (RA) commission to service academy graduates and distinguished military graduates (DMGS) from ROTC. This move by the Congress to "level the playing field" has had a rather significant psychological impact on both cadets and recent graduates. In times past, the RA commission meant that the West Pointer was in a category for which an Army career was the norm; a long term commitment was the expected perspective. The rest of the Officer Corps accepted that, and even wanted it that way. They looked upon the newly commissioned Military Academy graduate as one who would set the pace for all the others. Without the RA tag on the graduate, he or she began to feel that they were "back in the pack". And the Military Academy has acquiesced in that regard by not demanding the same high standards of discipline, conduct, appearance, performance, and attitude which so many earlier graduates accepted on faith as what was expected of them as potential Regular Army officers. As one recent graduate put it, "if West Point is like a big ROTC program, there really is no advantage to being a West Pointer. To us, Regular Army equated to a lifetime of service in the U.S. Army. With that (RA commission) now gone, why should I think in terms of a career in the Army?" There is clearly a difference between those who have to pay back the Army for a four year ROTC scholarship and those committed to a lifetime of service because the Army designated them as Regular Army officers.

The Curriculum.

The root of many concerns about West Point derives from a curriculum that appears to be intended to prepare cadets equally for a military career or a civil profession. The West Point cadet requires a well grounded academic background if he or she is to be prepared to lead the Army in the future. But the changes in the curriculum over the past three decades have been imbalanced in favor of academic versus military leadership training. For example, the nature of instruction by the Department of Behavioral Science and Leadership has been more centered on philosophies of leadership and sociology as opposed to the practical aspects of troop-oriented military leadership instruction. The complaint of one recent graduate was that he had no experience in how to handle the enlisted ranks and how to relate to the needs of the enlisted soldier. He longed for some opportunity during his four years to understand how to treat those who would be in his platoon. He felt inadequate in dealing with the soldier.

The Academic Majors Program fails to provide the breadth of cadet needs for military leadership, either in the early years of a graduate's career or later when in senior level positions. It tends to create a lock-step rigidity whereby cadets think of themselves as prospective economists, physicists, chemists, and business managers rather than as aspiring troop leaders.

West Point can take justifiable pride in its graduates who have had exceptional success in academics (to include obtaining Rhodes and other prestigious scholarships), scientific endeavors (astronauts), politics, diplomacy, and business; however, the academic curriculum of West Point must focus on the production of Army combat leaders.

West Point should not be in academic competition with Harvard and Yale or other exceptional educational institutions. Their missions are to provide their students the opportunity to excel in a variety of fields. West Point, on the other hand, is a military institution focused on one field: production of combat leaders. This singular focus of West Point does not have to result in an emphasis on training at the expense of education. A core curriculum and its implementation can and should reflect the highest academic standards with accompanying demands on the cadets. The past history of West Point graduates in graduate schools testifies to the excellence of their education under a curriculum focused on the needs of an Army officer.

The Staff and Faculty.

Nothing West Point achieves is worth the cost or labor of its undertaking except the commissioning of troop-oriented leaders, imbued with a strong sense of Duty, Honor, Country and a commitment to a lifetime of service. West Point must provide the standard setters for the Officer Corps and lay the foundation upon which the Army can build a tactically and technically competent force. To make this happen, the Staff and Faculty have an enormous responsibility in being role models and mentors to cadets. Of concern to many members of the Class is the ratio of civilian to military instructors. A profound statement in favor of the military was made in the West Point 1925-Fifty Year Book, "... one factor outweighs all others in contributing strength to West Point, namely, the predominantly military faculty." This increase in civilian faculty as directed by the Congress can be an inhibiting factor in the cadet's view of the military profession and its ethos without a substantial number of role models in the classroom every day.

However, with today's faculty mix there appears to be less urgency to teach cadets how to be aspiring troop leaders with all the commitments and obligations that this role implies. Rather what emanates from the academic departments is the bright prospect of graduate degrees and marketable credentials. Academic departments pull cadets in one direction while the legitimate claims and practical concerns of the Profession of Arms try to engage them on the other side, with the latter appearing to lose ground.

The Mission Statement.

As reflected earlier in this paper, the mission statement has been generalized and therefore weakened. The urge to appeal to a broader base of candidates for the purpose of diversity seems to be the reason. West Point appears to be afraid of being labeled elitist.

One major inhibiting feature to the development within cadets of a commitment to service in the Army has been one single phrase in the mission statement which Superintendents have encouraged to be included, but upon reflection has had a deleterious effect. That phrase is "to the nation". As well intentioned as the Superintendent was in 1977 when these words were introduced, over the years they have lost their original meaning, which likely meant "Country" as in the West Point motto. What has now happened with the deletion of the word "lifetime" in 1965 and the word "career" in 1987, while retaining the phrase "to the nation," is that many cadets read into the mission statement whatever they wish. If one cares little for dedicated service in the U.S. Army but believes he or she can feel justified in meeting West Point objectives by being a very good citizen and thus be inspired "to a lifetime of service to the nation", there is full justification for opting out of the Army after five or less years of service and pursuing some other career. Their rationale is that West Point did indeed teach one how to be a good citizen. The Superintendents and the staffs and faculties since 1977 have been slow to recognize what has been happening during their tenure. A commitment to service in the U.S. Army has become weakened among cadets. It would appear that West Point has failed to instill within cadets the true meaning of "Duty" within its motto. A phrase in the current mission statement is the culprit.

The Cadet Honor System.

One final note on the West Point product is worthy of mention. Over the past two to three decades the Cadet Honor System has been taken from cadets and placed in the hands of the Superintendent and his staff. For those who grew up with The Honor System as theirs to administer, to teach, and to adhere to, they can only conclude that Honor in the creed, as a system of beliefs and principles, is now not to be entrusted to the Corps of Cadets, because cadets cannot make the proper judgment calls, or maybe because their calls might not be politically correct. Nothing can destroy the Honor System or the cadets' belief in the Honor Code more than for them to feel that the System is not rightfully theirs. A true and sincere advocacy of Honor and a desire to become an honorable person is best achieved when one has ownership of the System and can believe in it with all one's heart, mind and soul. Such a restoration of the Honor System to cadets would add a major dimension of "commitment" to the institution.

Other Concerns.

Today, there is a growing uncertainty as to the continued value of the Military Academy and the uniqueness of the contribution its graduates provide the Army. The Class of 1951 felt great pride in being a part of a unique institution that produced dedicated and committed officers for the U.S. Army. Most of us looked forward eagerly to leading troops in the Korean conflict. If we

continue to diverge from that model, we will no longer be serving the best interests of our Army. We will be producing officers who are less than fully dedicated to service to the U.S. Army, and our soldiers will know it.

The evidence of this is already in. Two statistics will make the point. Looking at the upper echelons of the Army the story can be readily seen. In 1970 the percentage of the General Officer Corps made up of West Pointers was 49%. In 1997 that figure was 25%.

A second indicator can be seen in the rate of resignations from the Army. The statistics at Appendix B present a breakout of selected classes, showing the percentage of active duty and civil life, as well as retired. Deceased graduates are not included in the percentages. The following extract from Appendix B shows the high percentage of graduates who have left the Army in the classes graduated in the decades of the 1970s and 1980s:

CLASS	GRADUATED	ACTIVE	RETIRED	CIVIL LIFE	% OF GRADS SHOWN	DECEASED
		No. / %	No. / %	No. / %		
1950	670	0	386 57.6	125 18.7	76.3	(158)
1960	550	9 1.6	276 50.2	212 38.5	90.4	(50)
1973	944	249 26.3	153 16.2	515 54.6	97.0	(18)
1978	981	415 42.3	47 4.8	507 51.7	98.5	(9)
1980	913	417 45.7	37 4.1	450 49.3	99.0	(6)
1984	986	449 45.5	12 1.2	510 51.7	98.5	(9)
1988	981	531 54.1	6 0.6	433 44.1	98.9	(8)
1990	931	658 70.7	2 0.2	260 27.9	98.8	(4)

We sincerely believe that the country deserves better from its investment in West Point.

THE WEST POINT GRADUATE

Peter Senge in his book, The Fifth Discipline, writes that, "The organizations that excel in the future will be organizations that discover how to tap people's commitment and capacity to learn at all levels in an organization." The operative words above are "commitment and capacity to learn". The preferred West Point graduate that the Class of 1951 would want to see is one who is committed to a lifetime of service to the U.S. Army and who has acquired

from West Point "the qualities and attributes essential to continued development throughout a lifetime career as an officer in the Regular Army". These would then be the graduates of West Point who would be well positioned to lead the Army of the 21st Century.

The Superintendent has expressed a strong interest in developing cadets into "leaders of character". The Class of 1951 certainly subscribes to this. Character can be defined in many ways, and it will be interesting to see how West Point teaches cadets how to acquire "characters if they never gained it from home, church or school. Irrespective of its definition, it is evident that before one can be a "leader of character", one has to have a strong sense of commitment to the organization, namely, the U.S. Army. And that implies a "lifetime" commitment.

Before one enters West Point the candidate must be told by West Point, the Army, and high school guidance counselors that the purpose of entering West Point is not to get a "free education" or "a job on Wall Street". Rather it is something quite special, and it has much to do with "Duty" and "Country". For most of its almost 200-year history, the purpose for West Point was to provide our country with a cadre of superbly trained career officers to serve in the Regular Army. West Point should think hard about its long standing purpose, for it has gotten lost in the last thirty years. The institution gave attention to small changes in form, while failing to realize that its substance was drifting towards each individual cadet's prerogative and not framing a central theme of commitment to service.

West Point graduates must consider themselves, first and foremost, to be professional soldiers. They must be the best that the country can deliver. This means competent officers willing to take risks, because they are confident through their training that they can lead effectively in peace or war. They must be academically qualified to be competitive in a very competitive profession. The business of West Point is to build leaders, block by block, step by sure step, to serve their country in the face of any challenge. Besides commitment and character, these young graduates must have a clear understanding of what standards are in the military, what their purpose is, and how leaders must set and maintain standards. With the constancy of high standards as part of a cadet's make-up, the cadet's motivation upon graduation will rationally be to serve in troop units with distinction.

WHAT SHOULD WEST POINT DO?

At the foundation of our concern is the maintenance of the uniqueness of West Point as the United States Military Academy. Its environment, its policies, and its mission as an institution must clearly and enduringly be such that no other existing institution could compete to produce the desired graduate. That uniqueness, particularly in these times, must be readily definable as a defense against those who would assert that the Military Academy is an educational redundancy.

West Point must inspire each cadet with a strong sense of Duty, Honor, Country from Day One. Plebes must be taught exactly what these words mean, just as they must be taught the full meaning of the Army's other five values besides Duty and Honor, namely, Courage, Loyalty, Respect, Integrity, and Selfless Service. Not all entering cadets come from like backgrounds or

with similar value sets. To build character and to generate commitment to service in the Army, West Point must focus more directly on the military end product. The entering candidate must have received a clear signal that West Point is extremely demanding. It will test one's inner strength and fortitude and will demand the highest possible standards of conduct and performance. Those unwilling to accept that mandate are not wanted in the Profession of Arms. The uniqueness of the West Point Experience must be transmitted to each cadet before, during, and after entrance to West Point.

It is incumbent upon the Superintendent to take the lead in reshaping West Point's focus from that of trying to satisfy several constituencies to one of greater homogeneity in the pursuit of developing attributes needed by a career officer. This means that academic specialization should no longer be prominent in a cadet's mind. Given the unique purpose of the Military Academy and the cadet's destination as a graduate, the academic program needs to be thought of in terms far broader than the usual curricular objectives that guide civilian colleges and universities. What cadets especially need and can profit most from is a wide and liberal exposure to the riches of various elementary subject matter, nominally called a core curriculum. Cadets need to develop analytical and integrative skills plus the special skills of oral and written expression required of the successful practitioner of the science and art of war. One aspect of the lack of a strong core curriculum has been the inability to assign a class rank. This has had the effect of decreasing competition, thereby diminishing the cadet's desire to strive for excellence. In sum, academic specialization leads to a narrow intellectual focus, when what the Army needs is the capacity for whole perspectives. That is what marks the future leaders of our Army.

As expressed earlier in this paper, standards are considered to be lower at West Point than they should be for this unique institution. Therefore, it remains for the Superintendent, the Dean, the Commandant and the entire Staff and Faculty of all departments to set standards and ensure their enforcement. Discipline must become a fundamental feature of this new approach, and cadets must be taught the role which discipline plays in their four years as cadets and certainly throughout their military careers.

West Point has an obligation to define its intended effect prior to a cadet's graduation, to describe for cadets the specification of their responsibilities upon graduation, and then to ensure that each cadet gets multiple opportunities to experience the nature of those responsibilities through opportunities in leadership positions during the academic year at West Point, and, more extensively, during each summer. With regard to the latter, as a first step, the current process of summer assignments to Headquarters, Department of the Army; Army research and development commands; and the Office of the Secretary of Defense should be terminated. Instead, during First and Second Class Summers, the Military Academy should send cadets to troop units or training centers. Cadets need a better understanding of enlisted personnel and how to lead them. As graduates they will learn later how to function at the departmental level.

West Point's focus should clearly be on the Corps of Cadets and their preparation for officership. West Point must develop leaders of character. That is a given. But more importantly, West Point must inspire cadets to commit themselves to a lifetime of service in the U.S. Army.

Implicit in that is service to the nation. Failure to educate, train and inspire cadets for unexcelled service in the Profession of Arms will not keep faith with America and what it believes its Military Academy will provide the nation in peace and war.

WHAT SHOULD THE ARMY DO?

The Military Academy can take most of the actions that would be consistent with a new mission statement oriented on service to the U.S. Army. These points have been made earlier in this paper. But there remain three areas of concern that are beyond the bounds of the Military Academy to pursue, yet the Class of 1951 believes strongly that they have a significant impact on cadet's perceptions of their roles upon graduation. Indeed, they also impact on the way in which cadets view their responsibilities in preparation for officership.

The first of these has to do with the branches into which cadets may be commissioned. The system today is not in keeping with the notion that West Point should be training cadets for leadership positions in the combat arms. There is no good justification for each branch having a proportional share of West Point graduates as was made in earlier years by the Department of the Army when pressured to be egalitarian. A change in this area is clearly in order to reestablish the fact that West Point prepares cadets to be leaders in the combat arms. With such a change West Point would gain immediate recognition from cadets that their future is one of commitment to the combat arms, the most important duty in peace or war.

Accordingly, the Class of 1951 recommends that the Department of the Army commission West Point cadets only in the combat and combat support branches. Entry into a combat service support branch would only be allowed after serving for two years in one of the other branches. No exceptions need be made for female cadets, since there should be adequate authorizations for female cadets in the combat support branches.

The principle of the Regular Army commission is paramount to those cadets who fully understand the meaning of a lifetime career in the Army. An RA commission gives graduating cadets the confidence that the Army has recognized their unique training and education and is prepared to stand them up against their peers from ROTC, thus strengthening long term commitment. The earning of a RA commission has enormous meaning and value to young graduates, more than some choose to recognize and acknowledge.

Accordingly, the Class of 1951 recommends that the Department of the Army engage in a major effort to seek rescission of the statute that deprives the service academy graduates and ROTC DMGs a Regular Army commission.

Earlier in this paper it was stated that the increased number of cadets in the Corps had an adverse impact on the performance, standards, and outlook of both cadets and the Staff and Faculty. While the Army went through a major downsizing in the past three years, West Point has not seen any change by the Department of the Army in its entering Fourth Class size. At the same time, a number of ROTC units have had to close down because of low fill. It would seem that a

reduced size Corps of Cadets to a figure of between 2,000 to 3,000 cadets would provide several benefits. First, it would result in a higher quality cadet and graduate upon commissioning. Second, the attendant reduction of the Staff and Faculty would permit the establishment of the highest possible ratio of military to civilian instructors. Third, it would provide some budgetary relief at a time when the Army is well underfunded in many areas. And finally, at a time when the Military Academy plans to change its mission statement to create among cadets a greater sense of service to the Army, a reduction in the size of the Corps of Cadets would enable the attainment of a more cohesive body of cadets prepared to undergo a change in the way the Corps of Cadets will be trained, educated, and inspired.

THE MISSION STATEMENT

The salient features of a revised mission statement must reflect a lifetime of service to the U.S. Army. This is best expressed with the word "commitment" or "committed". The motto of Duty, Honor, Country is too important to be set aside when looking at a new mission statement. These three words have enormous meaning. Their inclusion would help cadets focus on "Duty", which has too often been neglected. It needs to be a major shaping philosophy for cadets.

Finally, the Class of 1951 believes that the words "a lifetime of service to the nation" have brought about unforeseen consequences on the part of many cadets who are looking for a reason to opt out of the military as quickly as possible. No set of words has done more damage to West Point's purpose than these. When introduced years ago, those who espoused them could not have anticipated the implication which was seized on by cadets. The record of resignations within recent classes and the attitudes that prevail among young graduates can be lodged directly on that phrase. Its replacement with the principle of "service to the Army" is essential.

In view of all that has been said above, and in hopes that the Military Academy will agree that words do mean something to cadets, the Class of 1951 proposes the following new mission statement:

"To educate, train and inspire the Corps of Cadets so that each graduate will have the qualities and attributes of a leader of character, committed to Duty, Honor, Country and a career in the Regular Army."

Appendix A - USMA Mission Statements

Appendix B - USMA Class Statistics

USMA MISSION STATEMENTS

FORMALLY APPROVED OR PROMULGATED BY DEPARTMENT OF THE ARMY

(Provided by the Office of the USMA Historian)

Although at various times in the Military Academy's history, mission or purpose statements were prepared by Superintendents, the Academic Board, the Board of Visitors, or other Federal officials, none were found in Regs, USMA, or in DA regulations before the following in the 20th Century.

1925-1940 "To provide a four year course of instruction and training for the Corps of Cadets which will prepare its graduates for commission in the Regular Army."

1940-1965 "To instruct and train the Corps of Cadets so that each graduate will have the qualities and attributes essential to his progressive and continued development throughout a lifetime career as an officer of the Regular Army."

1965-1976 Same as above except that the word 'lifetime' was deleted.

1977 "To educate, train, and motivate the Corps of Cadets so that each graduate shall have the character, leadership, and other attributes essential to progressive and continuing development throughout a career of exemplary service to the Nation as an officer of the Regular Army."

1978-1987 "To educate, train, and inspire the Corps of Cadets so that each graduate shall have the character, leadership, intellectual foundation, and other attributes essential to progressive and continuing development throughout career of exemplary service to the Nation as an officer of the Regular Army."

1987-1992 "To educate and train the Corps of Cadets so that each graduate shall have the attributes essential to professional growth as an officer of the Regular Army, and to inspire each to a lifetime of service to the Nation."

1992-Present "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."

ADDITIONAL USMA MISSION STATEMENT

(Source: *BUGLE NOTES*, US Corps of Cadets, 1947)

"To instill discipline and a high sense of honor.

To develop the powers of analysis so that the mind may reason to a logical conclusion.

To instruct and train the Corps of Cadets so that each graduate shall have the qualities and attributes essential to his progressive and continuous development throughout a lifetime career as an officer in the Regular Army."

USMA CLASS STATS -- SOURCE: 1997 REGISTER

CLASS	GRADUATED	ACTIVE	RETIRED	CIVIL LIFE	% of Grads Shown	DECEASED
		No. ¼ %	No. ½ %	No. ¾ %		
1949	574	0	274 47.7	137 23.9	71.6	(163)
1950	670	0	386 57.6	125 18.7	76.3	(158)
1951	475	0	260 54.7	115 24.2	78.9	(98)
1955	470	0	280 59.6	130 27.7	87.2	(58)
1960	550	9 1.6	276 50.2	212 38.5	90.4	(50)
1964	565	14 2.5	239 42.3	260 46.0	90.7	(49)
1973	944	248 26.3	153 16.2	515 54.6	97.0	(18)
1974	833	257 30.8	128 15.4	425 51.0	97.2	(17)
1975	862	301 34.9	107 12.4	432 50.1	97.4	(19)
1976	855	380 44.4	83 9.7	380 44.4	98.5	(9)
1977	724	286 39.5	51 7.0	376 51.9	98.5	(8)
1978	981	415 42.3	47 4.8	507 51.7	98.5	(9)
1979	923	414 44.9	44 4.8	444 48.1	97.7	(13)
1980	913	417 45.7	37 4.1	450 49.3	99.0	(6)
1981	961	523 54.4	8 0.8	417	98.6	(12)

				43.4		
1982	898	428 47.7	4 0.4	451 50.2	98.3	(13)
1983	893	418 46.8	9 1.0	456 51.1	98.9	(5)
1984	986	449 45.5	12 1.2	510 51.7	98.5	(9)
1985	1063	480 45.6	8 0.8	571 53.7	99.6	(3)
1986	1006	483 48.0	11 1.1	500 49.7	98.8	(10)
1987	1042	546 52.4	6 0.6	482 46.3	99.2	(4)
1988	981	531 54.1	6 0.6	433 44.1	98.9	(8)
1989	1066	705 66.1	6 0.6	349 32.7	99.4	(3)
1990	931	658 70.7	2 0.2	260 27.9	98.8	(4)
1991	965	791 82.0	10 1.0	154 16.0	99.0	(4)

Appendix B

17

SUMMARIZED MINUTES
1998 BOARD OF VISITORS FALL MEETING
NOVEMBER 13, 1998
WEST POINT, NY

1. MEETING CONVENED. The Fall Meeting of the 1998 United States Military Academy Board of Visitors was called to order by Senator Kay Bailey Hutchison, Chairman, at 2:15 p.m., November 13, 1998, in the Superintendent's Conference Room, Taylor Hall, West Point, NY.

2. ADMINISTRATIVE REMARKS. The Executive Secretary, Lieutenant Colonel Joseph A. Dubyel, announced for the record those present at the meeting:

Senator Kay Bailey Hutchison
Senator Jack Reed
Honorable John McHugh
Mr. C.W. Conn
Mr. Robert Lyford
Dr. Mady Segal
LTG (R) Marc Cisneros

a. Also present were: Mr. P.T. Henry, Assistant Secretary of the Army for Manpower and Reserve Affairs and Representative for the Secretary of the Army; Lieutenant General Daniel Christman, Superintendent; Major General Bruce Scott, Chief of Legislative Liaison; Brigadier General John Abizaid, Commandant of Cadets; Brigadier General Fletcher Lamkin, Dean of the Academic Board; Mr. Dave Davis, Legislative Assistant to Senator Hutchison; Colonel Grant Smith, USMA Chief of Staff; Colonel Mike Anderson, Commandant of the United States Military Academy Preparatory School; Colonel Mike Jones, Director of Admissions; Colonel Al Vanderbush, Director of Intercollegiate Athletics; Colonel Kerry Pierce, Director of Policy, Plans and Analysis; Lieutenant Colonel John Luther, Director of Academy Advancement; Lieutenant Colonel Bill Laster, Office of the Assistant Secretary of the Army; Lieutenant Colonel Rob Dow, Office of the Deputy Chief of Staff of Personnel at Department of the Army; Major Terry Kelly, Office of Congressional Liaison; Major John Moellering, Aide to the Superintendent; Ms. Cynthia Kramer and Ms. Kellie Biehl, Administrative Assistants to the Board; Mr. Craig Gaines and Mr. Don Coyle, Directorate of Information Management; and Captain Grant Doty, Office of Policy, Plans and Analysis.

APPENDIX IV

b. Lieutenant Colonel Dubyel asked that every member of the Board, prior to departing, sign the signature sheet for the Annual Report. Lieutenant Colonel Dubyel then turned the meeting over to Senator Hutchison.

3. CHAIRMAN'S REMARKS. Senator Hutchison requested the approval of the Spring Meeting minutes from May. Dr. Segal informed the Board that she submitted some editorial suggestions (at which time copies of these suggestions were passed out to the Board members). Lieutenant Colonel Dubyel informed Senator Hutchison that the editorial changes have not been incorporated into the draft of the summarized minutes. Dr. Segal read to the Board the changes she recommended and Senator Hutchison proposed that the minutes be approved with the amendments made by the Board. The Board unanimously approved the minutes as amended. Senator Hutchison stated that she would like to wait until the end of the meeting to approve the Annual Report, where she believes we can have a better idea if the Annual Report reflects everything that has been done. Senator Hutchison then turned the meeting over to Mr. P.T. Henry.

4. REMARKS BY THE REPRESENTATIVE OF THE SECRETARY OF THE ARMY.

Mr. Henry stated that he believes if the Secretary were here he would mention at least two things. The first is a recognition that given the tremendous agents of change that are sweeping, if not the world, the nation, that the importance and reverence of this institution could not be greater in our society. West Point's ability to continue to produce young leaders of courage and character to address the challenges that they will certainly face when they enter into their operational units is needed more now than perhaps ever before. It is at these times of change that institutions like West Point prove their worth to the nation. The second thing would be to personally thank all members of the Board. He stated that the Secretary knows the value of the Board of Visitors. Their interest and involvement is evident by their presence at the meeting. Mr. Henry let the Board know on behalf of the Secretary that he is looking forward to their insights, judgment, experiences and certainly their recommendations together with the Superintendent. Senator Hutchison thanked Mr. Henry for his remarks and asked that he give Secretary Caldera our regards.

5. SUPERINTENDENT'S REMARKS AND ISSUES UPDATE.

a. **INTRODUCTORY REMARKS.** The Chairman asked the Superintendent for his remarks and updates to the Board on Academy issues since the Board's last meeting in May 1998. Lieutenant General Christman began by thanking each Board Member for their attention and service on behalf of the Academy. The Superintendent extended thanks to Mr. P.T. Henry and MG Bruce Scott, Representatives of the Department of the Army, for spending this time with us. He mentioned that it is crucial to get this total team effort, and that their presence means a great deal to us.

b. **MISSION STATEMENT.** The Superintendent stated that when he first came on board he sensed a little confusion in the Alumni about what makes West Point unique. We are the only institution in the country that produces leaders of character to serve in uniform in the Army. It is important to tell both our Alumni, and the seventeen year olds who are

looking at college catalogs and bulletins, what it is that West Point is about. The Superintendent stated that the revised mission statement captures what West Point is all about. His vision is for USMA “to be the world’s preeminent leader development institution, providing officers of character to our Army who can think, motivate and win.”

c. **PUBLIC FUNDING.** The Superintendent started by stating that the biggest challenge he has had to face is the issue of unpredictable funding and noted that he has already apprised the Board of the USMA uneven funding history. He has informed the Army Leadership that USMA’s funding as programmed would have been insufficient to meet its needs, among them are over 220 rooms with significant water leakage, Academic buildings threatened, and competition pistol ranges that have been burned out and not replaced. As a result of very strong Department of the Army support, the USMA funding has been restored to a minimum sustainment level of \$171 million through 2002. He added that he has confidence that if USMA continues to outline needs, the Army will provide the necessary support beyond 2002.

More specifically, recent additional funds will be used to repair Pershing Barracks and Mahan Hall, the newest engineering building which will now require almost \$50 million to repair. The restoration will solve most, but not all, of the problems of the Mahan Engineering Building and barracks. The biggest project by far is the Cadet Physical Development Center. Due to the efforts of the Board, Congress, and Department of the Army, we have this authorized for the full amount of \$85 million.

d. **PRIVATE FUNDING.** The Superintendent stated that our Association of Graduates, in close coordination with USMA, has implemented an aggressive program in the last two years to increase private funding in the areas where we recognize the government can’t do it all. This has been a huge shift, intellectually and psychologically, on the part of many of our graduates, to understand that in selected areas private funds are needed to support the “margin of excellence” programs. The government should and will fund USMA’s core requirements, the programs, barracks, academic buildings, utilities and infrastructures. The Superintendent stated that asking the Army leadership for appropriated dollars for an indoor tennis facility is not the same as for a core requirement. Lieutenant General (R) Cisneros expressed his concerns about private fund raising and possible expectations of donors. Private funding should come from the Alumni Association. In addition, his belief is that the Army should have a commitment not only to have core programs, but also to make this an institution of excellence.

The Superintendent stated that “margin of excellence” programs are not just athletics, but also encompass academic enhancement programs, the endowed chairs and cadet activities. The AOG Bicentennial Campaign, a first ever capital campaign to support the Academy, will have a goal of raising \$150 million. Private donations have increased from about \$10 million a year to \$19 million last year, and approximately \$25 million in this fiscal year. If this current level of private donations continues, the Superintendent stated that the public-private split would be appropriate. Alumni are very sensitive that the government is doing its part and are willing to provide support, but not to repair roofs on barracks.

Dr. Segal asked to what extent the Alumni's sensitivity is a function of the perception not only what the Academy is using the money for, but also what the level of funding is in the terms of maintenance. The Superintendent stated the Alumni see what the roads and the barracks are like, and they can go into the cadets' rooms. The Alumni say they will help in this area, but USMA also needs a reasonable level of government support to fix these kinds of things. Dr. Segal stated that it is also a concern of how it is perceived by faculty and cadets. If there are classroom buildings and barracks that are falling apart, and they see a new athletic facility, it could cause great concern. While the Board understands the difference of where the money comes from, that may not be the reality on a day to day basis of what the faculty and cadets see. The Superintendent agreed that if we were to put these private dollars into areas like a tennis center, and not fix the barracks, it would be a cause for concern. The revitalization effort at USMA is a visible example of the government doing its part to fix and maintain the infrastructure and preclude such a concern from occurring.

The Superintendent highlighted the upgrade of Shea Stadium as a perfect blend of private and public funding. The Class of '52 donations will replace Shea Stadium, using entirely private funding money, to go alongside the government funded track, which is used by all soldiers, cadets and community family members. LTG (R) Cisneros complimented and asked about corporate funding. LTG Christman explained that the supporters of the Military Academy are more numerous than the Alumni. Friends, alumni and foundations are probably the biggest source of contributions, corporations are a small part. Private donations generally go to the AOG and then are distributed based upon the success in fund-raising. LTG (R) Cisneros asked about the Superintendent's involvement in fund-raising. LTG Christman informed the Board that he outlines the needs of the Academy. He is prohibited from asking for contributions.

The Superintendent next explained a proposed change to the gift authority statute. The proposal would allow a proffer of a gift to the Secretary of the Army for approval, to build the tennis center as an example, to be made with an unconditional guarantee for the amount needed. This would be instead of the current requirement to have the entire amount of cash in hand up front. LTG Christman closed his update on private funding with a reassurance to the Board that the very best is being done to balance government and private resourcing at USMA in all areas.

e. **CADET PAY.** The Superintendent informed the Board that Cadet Pay will increase to \$600 effective 1 January. He also noted that a larger number of cadets are taking loans to pay the initial \$2,400 required at entrance to the Academy. Dr. Segal stated that it has been mentioned that cadets can sometimes get low interest loans from AOG. In response to a question by Dr. Segal, LTG Christman noted that if the family makes it known that they can not make the payment, programs are in place to assist. One method of help is through the AOG. BG Lamkin informed the Board that there is also a fund called the Gunther Fund, which is used specifically for those cadets that are in need. Cadets do receive financial counseling. The average debt load carried by a graduate of USMA is very, very low to what you find in a comparable civilian institution. Dr. Segal asked whether the Dean thought the

Academy was losing cadets because they are unable to make the initial payment. The Superintendent and the Dean stated that they do not believe the Academy is losing cadets because they were unable to make the initial \$2,400 payment.

f. **MARRIED CADETS.** The Superintendent updated the Board on the USMA initiative to revise the marriage regulation for cadets. The Academy is very close to having final Department of the Army approval for a change to the marriage regulation that, in his judgment, will close the loophole that exists under the current wording. The change will separate a cadet who participates in the act of marrying, regardless of a later annulment or divorce. The current regulation stipulates “is married” for separation. Under the new regulations, upon entry, cadets will be required to sign an “Agreement to Serve” which stipulates that they will not marry while a cadet and acknowledges that any marriage breaches the Agreement regardless of any later dissolution. Offending cadets can be separated based either on violating regulations or breaching the Agreement to Serve. The Superintendent stated that the Academy believes this will strengthen the “no marriage policy.” In answer to a question from Dr. Segal, LTG Christman stated that an individual who was married prior to attending West Point, can still attend the Academy. The individual must obtain either an annulment or divorce and have no remaining legal obligation either to a partner or a child prior to entrance to the Academy.

g. **INTERNATIONAL CADETS.** The Superintendent informed the Board that the FY 98 National Defense Authorization Act changed the authority of the Secretary of Defense to waive the charges to foreign governments for the cost of foreign cadets attending Service Academies. This is having a serious affect on West Point’s ability to enroll foreign cadets. For the Class of 2002, only six international cadets enrolled, four with full waivers and two with partial waivers. This is especially troublesome since the countries most affected by the legislation are the emerging democracies of Eastern Europe. The future officers at the Academy will benefit greatly from their exposure to international cultures, an important experience in developing leaders to meet the leadership challenges and requirements of the 21st Century.

h. **GRADUATE RETENTION.** The Superintendent stated that in the decade of the 1950’s, between 50 and 60 percent of USMA graduates stayed on active duty for 20 years. In the decades of the 1970’s and 1980’s approximately 40 percent of USMA graduates stayed on active duty for 20 years. In the 1980’s approximately 30% of USMA graduates stayed on active duty for 20 years. In large part, this decline in retention was the result of the draw down post-Desert Storm. Other factors also have had an impact. Feedback received from graduates indicate a concern about the pay disparity with their counterparts in the civilian sector. In this next year, as a result of this pay disparity, a captain with 4-6 years of service will no longer be considered in the middle class. Mr. Lyford asked the Superintendent if statistics on the retention rate for non-West Point officers was also declining. LTG Christman stated that yes it is, as these are issues that affect all officers. Graduate feedback also indicates that housing is a concern. The average size house in this country now is 2,220 square feet. A Captain is authorized only 1,375 square feet. This is an Army wide problem not just a USMA issue.

i. **CENTER FOR THE PROFESSIONAL MILITARY ETHIC.** The Superintendent updated the Board on the establishment of the Center for the Professional Military Ethic. It will oversee the administration of the Honor and Respect for Others Systems within the Corps of Cadets. Its support of the teaching of the Army Professional Ethic to the Corps of Cadets will include the development of a four year Professional Military Ethic course of instruction and preparation of other material for ethics instruction. Additional activities will be to conduct research on the Army Professional Ethic and character development in the military as well as to develop outreach initiatives to the Army and other institutions on the subject of professional ethics.

j. **LOCAL COMMUNITY RELATIONS.** The Superintendent stated that overall the relationship with the local community remains good and continues to improve. Impact Aid is critical for the local Highland Falls/Fort Montgomery school district and remains a community and USMA concern. USMA has 146 families dependent on the quality of local schools. In FY 98, \$1.13 million in Impact Aid was received by the Highland Falls/ Fort Montgomery school district. Continued support in FY 99 is needed. Another working action involves a possible land transfer of excess USMA land to the local community. USMA is currently studying the feasibility of the transfer, which could help the local tax base and also school funding. The Superintendent informed the Board that he would brief them in detail as the feasibility study for the accessing of land continues.

The Superintendent concluded his remarks by asking the Board for continued support in the following key areas: adequate and sustained funding; to ensure the two remaining authorized increments of the Cadet Physical Development Center remain on track; the proposed change in the gift acceptance statute; support for International Cadet cost waivers; and Federal Impact Aid.

6. **DEAN'S UPDATE.** The Superintendent then asked the Dean for his update. Brigadier General Lamkin began his update by passing out a copy of "Educating Army Leaders for the 21st Century". This document explains the strategy of the Academic Program, how the strategy is implemented, and how it is assessed. The Dean explained the importance of accreditation and outlined the upcoming accreditation process to be conducted by the Middle States Association of Colleges and Schools leading to the November 1999 evaluation team visit. This is an institutional accreditation done every ten years. Additional accreditations have also been done in specific areas, such as Engineering programs by the American Board of Engineering and the Computer Science programs by the Computing Sciences Board. The accreditation process begins with an institutional self study which serves as an impetus for self-directed change. Some changes resulting from the 1989 self-study include revisions to the Cadet Leader Development System, reforms to the Fourth Class System and a restructuring of the Academic Program. Areas of special emphasis in the current self-study are strategic planning and programming, leader development, the United States Military Academy Preparatory School, assessment outcomes, gender and racial diversity, and faculty.

The Dean next provided a report on the results of the two Command Climate Surveys he has done. The results are generally positive. Both military and civilian faculty members are generally satisfied with the organizational climate. Female administrative staff as a group, are less satisfied with the organizational climate than faculty. Responses to open-ended questions revealed some potential areas for change, such as more visibility of senior leaders. One of the actions from the command climate survey results highlighted by the Dean was the integration of civilian faculty as they've grown to 21%. There are certain things civilian employees cannot do such as use the Post Exchange. Their privileges are different from a typical military employee resulting in a certain amount of tension there. However, that is the law, not Army Regulation. Dr. Segal questioned what had enabled visiting civilian professors to use the Post Exchange. The Board then briefly discussed the status of civilian faculty, different categories, pay, privileges, and the value of a civilian faculty at USMA.

In response to a question from Lieutenant General (R) Cisneros concerning the number of hours of core curriculum and the number of courses, the Dean included in his discussion the results of the assessment initiatives of the cultural, historical, and behavioral perspectives in the academic program. The Dean concluded his update by saying that he and the Commandant must work very closely together to achieve the goals at West Point and stated that USMA is after a graduate who is ready to serve and motivate and will serve this country for a lifetime.

7. COMMANDANT'S UPDATE. Brigadier General Abizaid began his update by introducing Cadet Captain Brian Decote who was the Commander, Cadet Basic Training (CBT) last summer. Cadet Decote stated that the basic training unit is basically what was used this summer to make the transition from civilian to cadet/soldier. Standards were set and new cadets were led to meet those standards. The training is not easy by any means, in terms of physical fitness and in terms of required skills. It is an overall challenging experience. He then showed the Board a short video on CBT. The Commandant stated that the key points in CBT this year included more time in the field and more opportunities for physical fitness training. It was a significant increase in terms of military skills conducted over time in the basic training regiment. He explained the required training and discussed the attrition rates which were about the same as past years for men but slightly higher for women.

Next, the Commandant introduced Cadet First Captain Rob Shaw who was the Commander, Cadet Field Training (CFT) at Camp Buckner last summer. Cadet Shaw began by informing the Board that the summer itself was divided into two details. The first portion was focused on individual training. The second portion was focused on collective tasks using squad or platoon size exercises. It was standards based, just like CBT, with realistic training. Cadet Shaw then showed the Board a short video on CFT. Cadets had the opportunity to train during CFT on all weapons of the light infantry, observed a light artillery and night live fire, and spent one week at Ft. Knox, KY at Mounted Maneuver Training.

Senator Reed commended the Commandant on the training of the cadets, which he believes is far better than what he received as a cadet. He stated that it is impressive in terms

of its tactical essence. The young men and women now are learning about being leaders out there. The Commandant provided a brief overview of other summer training for cadets.

The Commandant concluded his update with an explanation of the Branch selection process and the results of Branch selection for the Class of 1999. He reported that 89% of cadets received their first choice and 99% received one of their first three choices. The military program is healthy. The formula from this summer is paying great dividends in the professional behavior of the Class of 2002 and the cadets that led them.

8. ASSOCIATION OF GRADUATES UPDATE. The Superintendent introduced Mr. Jack Hammack, Chairman of the Association of Graduates (AOG). Mr. Hammack began by handing out a packet containing the latest November/December 1998 Assembly Magazine, an information paper on the AOG history, and a list of his goals. The number one cause of the AOG is to serve the Academy. Mr. Hammack informed the Board the AOG has set a goal of \$150 million to give to the Academy during this 5-year period of the Bicentennial years and briefly outlined AOG's financial foundation. He added that he is determined to instill pride in the graduates of USMA all over the world and to keep them informed of events at USMA. Mr. Hammack outlined several of the Bicentennial activities. A coin will be minted and produced at the West Point depository. There will be a postage stamp that features one of the buildings here at West Point. There will also be a musical at Carnegie Hall on the Friday night before the Founder's Day dinner in 2002. Mr. Hammack stressed that these things are not being done to publicize West Point, but to publicize the fact that West Point is a part of the Army and of the defense team. Mr. Hammack closed his report by asking the Board's help with three things: first, expansion of the Superintendent's ability to participate in fund raising; second, to simplify and improve the proffering of gifts from individuals and corporations, particularly gifts in kind, to West Point; and third, support of the proposed change to the gifts legislation. Mr. Hammack commended the Superintendent and his leadership team for their outstanding job and great leadership.

9. ODIA UPDATE. Colonel Vanderbush began his update with an overview of the Intercollegiate Athletic Program mission and goals. Almost one-fourth of the Corps of Cadets competes in the intercollegiate athletic program. The Directorate of Intercollegiate Athletics is a government entity unlike its counterpart at the Naval Academy which is a private organization. He reviewed the varsity athletic teams and explained the reasons for joining Conference USA in football. He noted that membership in Conference USA has been a very positive experience.

Colonel Vanderbush provided the Board with an update on the budget for the Department of Intercollegiate Athletics and a status report of ongoing major facility projects. He concluded his remarks by explaining that the athletic program is in the midst of its periodic certification by the National Collegiate Athletic Association (NCAA). This takes place every five years. The areas to be reviewed are governance and rule compliance, Academic integrity, fiscal integrity, and gender/minority equity. An institution self-study is ongoing in preparation for the peer review team evaluation visit in April 1999. The certification decision by the NCAA will be in August 1999.

10. ADMISSIONS UPDATE. Colonel Jones began his update by stating that the Class of 2002 is one of the best qualified ever. This was an unusual year for admissions. For the Class of 2002, almost one-hundred fewer admissions were offered than for the Class of 2001. Yet, the Class of 2002 was 50 larger when it showed up for Reception Day. LTG Christman stated this is in large part why we have too big of a Corps right now. We are supposed to be at 4,000, but because attrition has been less and acceptances have been higher, we are over by approximately 200 cadets. Therefore, we will bring in a smaller class next year.

Colonel Jones outlined the class composition goals by ethnicity. He explained the Academy's Outreach Program which includes 6 Project Outreach Officers, all recent West Point graduates who have been assigned to USMA to work in the Admissions office for 13 months. Their job is to nurture minority candidates through the admissions process. Another initiative this year will be to expand the recruitment process into middle schools to begin reaching candidates earlier and to encourage them to start thinking about preparing for college. He concluded his briefing with a status report on admissions for the Class of 2003 noting that applications were somewhat below previous years.

11. USMAPS UPDATE. LTG Christman introduced Colonel Anderson, Commandant of the Prep School, who began his update with a review of the USMAPS mission and organization. He explained the admissions process, and provided an overview of the academic, military instruction, moral-ethical development, and physical education programs. The current class consists of 246 cadet candidates and is generally similar to the previous two classes in ethnicity, gender and regular army populations. He noted an increased support in terms of facilities maintenance received from Fort Monmouth. COL Anderson concluded his briefing by stating that he is proud of USMAPS graduates who, although less academically qualified by traditional standards, in fact, graduate from USMA at a higher rate than their non-USMAPS counterparts.

12. REVIEW OF THE ANNUAL REPORT. Senator Hutchison opened the floor for discussion of the 1998 Annual Report. Dr. Segal submitted two recommended additions to include as conclusions and recommendations in the Annual Report, one addressing curriculum assessment and one addressing command climate assessment.

The first recommendation was to monitor whether the core curriculum is achieving the goals of cadet learning in the areas of cultural and behavioral perspectives. Dr. Segal commended the Academy, especially the Dean and his staff, for an excellent program of assessment of what they have developed. She recommended that Sociology be considered as a potential for a core curriculum course that would contribute to achieving the cultural and behavioral goals.

Senator Hutchison asked the Superintendent and the Dean for an opinion. The Dean informed the Board that based on the 1989 assessment of the curriculum, it would be a step backward to add courses to the curriculum without taking other courses out. He agreed that Dr. Segal is correct in that the system of assessment tends to favor keeping the structure and

making changes within the structure. Looking at goal achievement, as a year end result we need to look at the entire mesh of all experiences at West Point. The Dean stated that he would prefer to continue the study of this goal and the impact of the changes that have already been made before implementing any additional changes. As a result of the ensuing discussion, the Board decided to include in the minutes that the Dean would update the Board on his assessment with respect to the review of the cultural and human behavior goals.

Dr. Segal's second recommendation concerns the results of the Command Climate Survey. Two issues are that the resource constraints under which the Academy operates have resulted in the faculty having to take on some duties that many consider custodial, such as the washing of boards, and that work is needed to improve the morale, professional development, and integration of the faculty.

The Dean stated that custodial care in the buildings is the subject of an ongoing study at West Point. The Superintendent informed the Board that reducing the custodial care contract was done in the past as one of several cost saving measures required due to budget reductions. Dr. Segal recommended the Board include as part of the report a statement of support for adequate resources to USMA so as not to impact upon faculty morale. The Board discussed this issue and concluded that it was already adequately addressed by number 4 in the Conclusions and Recommendations. The Superintendent also stated he would provide to the Board an update on faculty morale as well as whether the budget requirement submitted to the Army staff is adequate. Dr. Segal agreed that this was acceptable.

The Board next discussed Dr. Segal's recommendation to request periodic updates on actions taken to improve the morale, professional development and integration of the civilian faculty as noted in the Command Climate report. In order to cover this topic, the Board agreed to include in the 1998 Annual Report, Conclusion and Recommendation Number 8 from the 1997 Annual Report. Senator Hutchison asked that it be on the agenda to talk about at each meeting. The Dean informed the Board that it is being addressed as part of the Middle States study, and that he will have some information ready for the next board meeting.

Mr. Lyford suggested that a recommendation be included supporting international cadets at USMA. Dr. Segal agreed and added that it should support fully funded or full waivers. After a brief discussion the Board agreed to add a specific recommendation supporting full cost waivers for international cadets at USMA. Senator Hutchison then asked if there was any further discussion on the report. The Annual Report was approved as amended.

13. SELECTION OF BOARD MEETING DATES. Senator Reed asked that the Commandant present the Board with an evaluation of the implementation of the new interdisciplinary program Article 10 procedure. The Commandant stated that he would provide the Board with information at the next meeting.

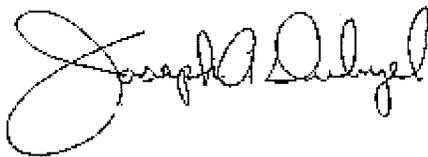
Dr. Segal asked how likely it was that some of the Board members whose terms have expired would actually be replaced by the end of the calendar year. Mr. Henry stated that it is possible that four of the members may be replaced.

Senator Hutchison asked that all the members of Board look at the list of proposed dates for the 1999 Organizational Meeting and inform the Executive Secretary of their preferences by mid-December. This will allow all Board members to plan accordingly when a date is finalized for the Organizational Meeting.

14. ADJOURNMENT. There being no further business, the Chairman adjourned the Annual Meeting of the 1998 Board of Visitors at 6:00 p.m.



KAY BAILEY HUTCHINSON
Chairman, United States Military
Academy Board of Visitors



JOSEPH A. DUBYEL
Lieutenant Colonel, U.S. Army
Executive Secretary
United States Military Academy
Board of Visitors

**AGENDA
FALL MEETING
UNITED STATES MILITARY ACADEMY BOARD OF VISITORS
FRIDAY, 13 NOVEMBER 1998**

0730-0855 Breakfast @ Hotel Thayer & travel to Bldg. 600

0900-0930 Office call with Superintendent

0930-1030 Roundtable discussion with Faculty

1030-1130 Visit to Army Family Housing

1145-1245 Lunch at Washington Hall

1245-1340 Roundtable discussion with Cadets

1400-1800 Official Meeting

Call to Order

Administrative Remarks

Chairman's Remarks

Approval of Annual Report

Secretary of the Army Rep. Remarks

Superintendents Remarks

Chairman, AOG Remarks

Athletic Program Update – ODIA

Admissions Update Class 2002 – DAD

USMAPS Update – USMAPS

LTC Dubyel

Senator Hutchison

Board Members

Mr. P.T. Henry

LTG Christman

Mr. John A. Hammack

COL(R) Vanderbush

COL M. Jones

COL Anderson

Photo Opportunity

Board Members

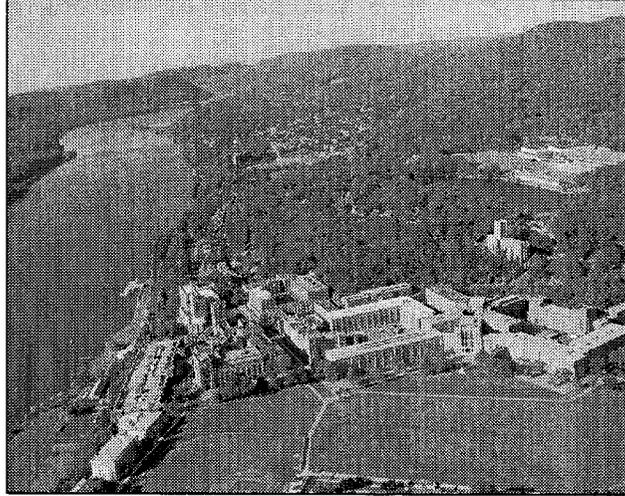
1800-1900 Preparation for Dinner

1900-2200 Cocktails & Dinner – West Point Club

ENCLOSURE 1
APPENDIX IV



Supt's Remarks: Board of Visitors



2 May 1998

Duty, Honor, Country



AGENDA

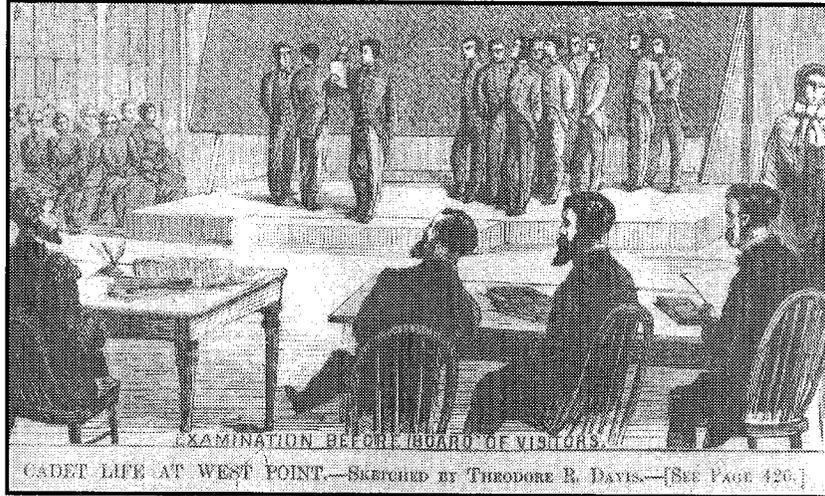
- Mission Statement
- Resource Overview
- Private Funding
- Local Community
- International Cadets
- Other Issues

Duty, Honor, Country



United States Military Academy

Fall Meeting -- USMA Board of Visitors Superintendent's Remarks



EXAMINATION BEFORE BOARD OF VISITORS.
CADET LIFE AT WEST POINT.—SKETCHED BY THRODURE R. DAVIS.—[SEE PAGE 420.]

13 November 1998

Duty, Honor, Country

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1



United States Military Academy

Agenda

- Update Funding Status
- Core/Margin of Excellence “Solution”
 - Core Update
 - Private Giving/ Margin of Excellence Update
- Personnel Issues
 - Cadet Pay
 - Marriage
 - International Cadets
- Retention
- Center for the Professional Military Ethic
- Local Community Relations
- Dean and Commandant Updates

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Duty, Honor, Country

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2



USMA Mission



To educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country; professional growth throughout a career as an officer in the United States Army; and a lifetime of selfless service to the Nation.

Duty, Honor, Country



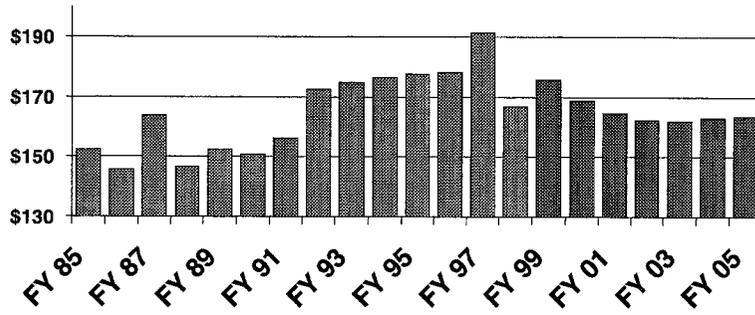
Commander's Intent/Vision

“To be the world’s preeminent leader development institution, providing officers of character to our Army who can think, motivate, and win!”

Duty, Honor, Country



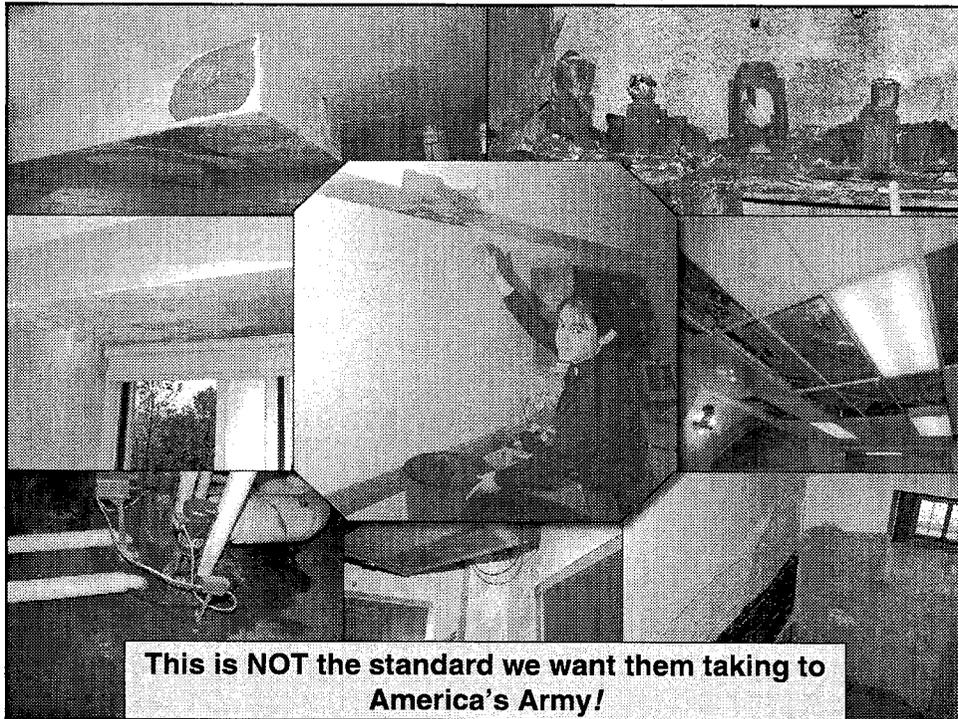
Uneven & Uncertain Funding for USMA has Led To Some Improvements In Infrastructure, But Major Problems Remain!

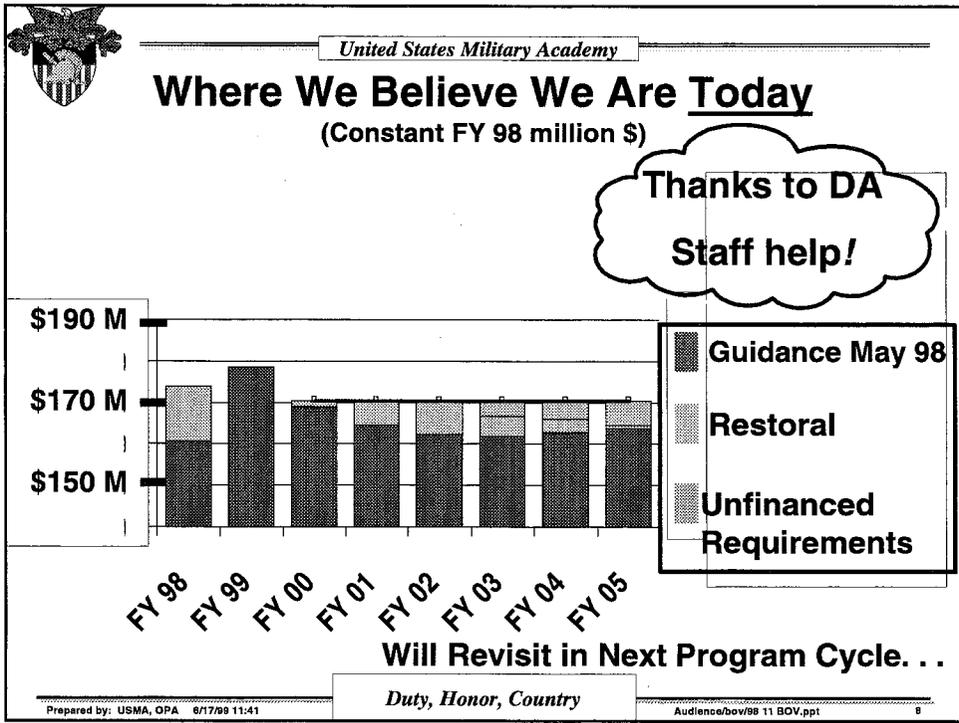
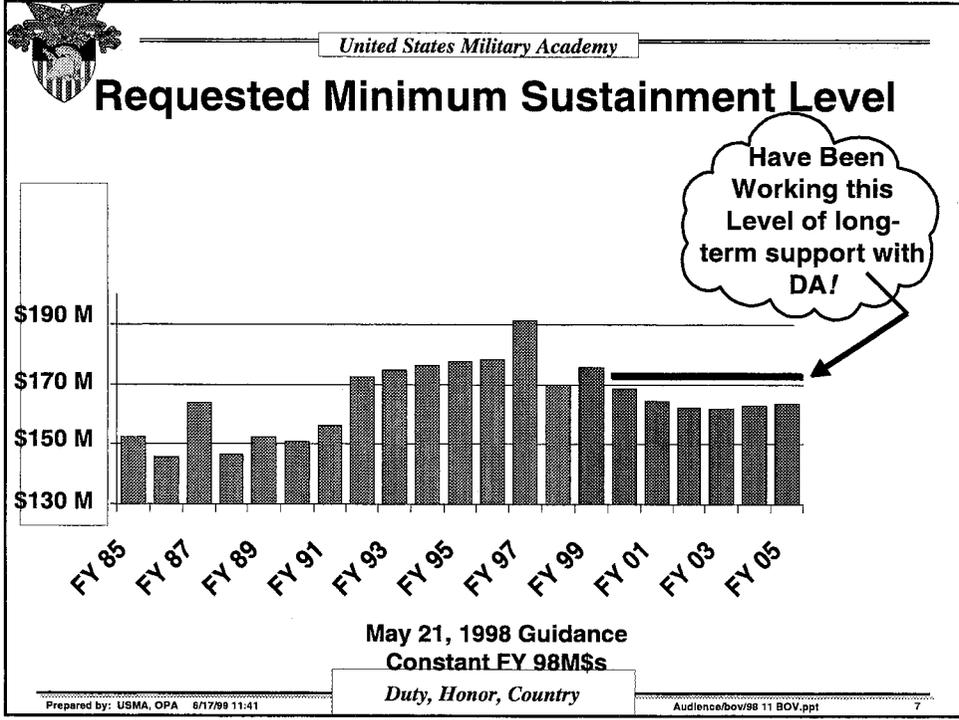


May 21, 1998 Guidance
Constant FY 98M\$

For Example. . .

Duty, Honor, Country







United States Military Academy

“Core” Projects



**With Recent
DA Help. . .
On Track!**



Duty, Honor, Country

Prepared by: USMA, OPA 6/17/99 11:41

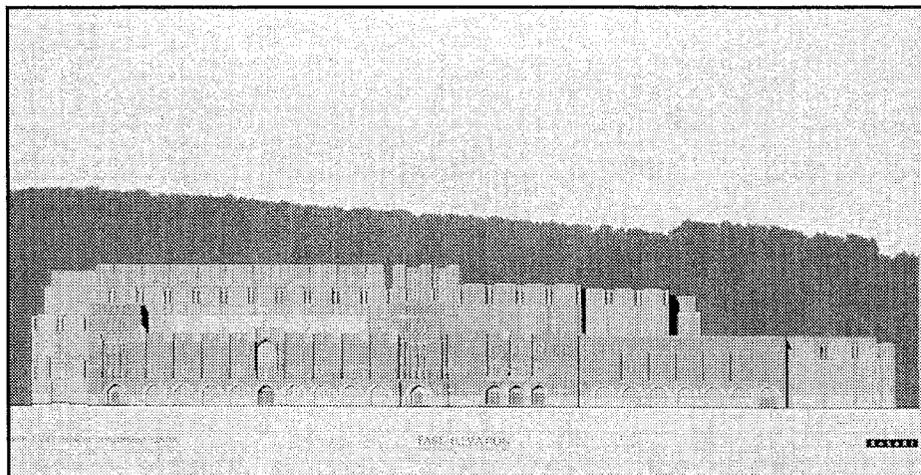
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9



United States Military Academy

Arvin Physical Development Center



Duty, Honor, Country

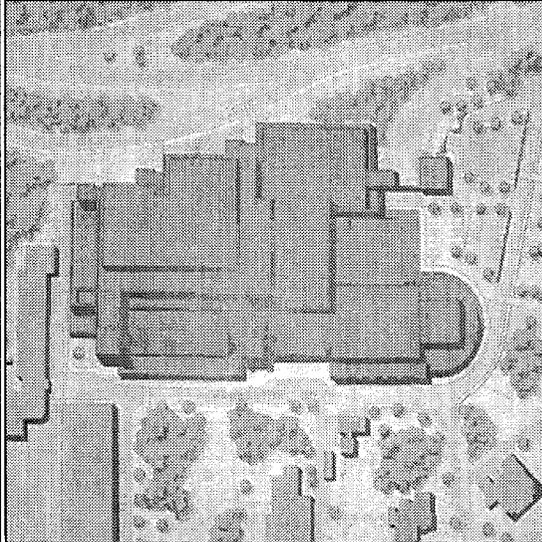
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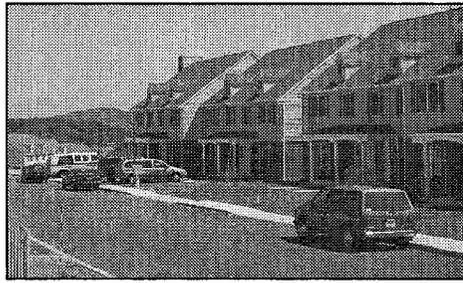
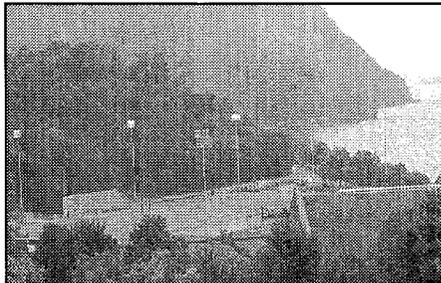
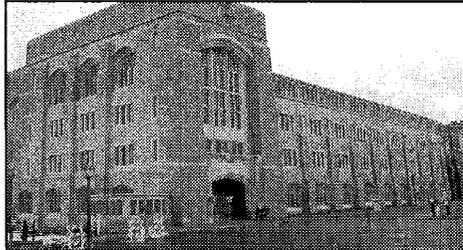
As an Aside. . .



- Phased Project, Incrementally Funded
 - First increment (\$12 M) appropriated in FY99
 - Need help to ensure second (\$29M) and third increments (\$44M) of authorized MCA \$ are forthcoming
- **Not** an issue of total project cost!



Other "Public" Projects At USMA



-- A lot going on -- but much more needs to be done. . .



Infrastructure Health Needs

- Should end-of-year funds be available this FY, West Point requires \$10 M more for other urgent infrastructure needs
 - Deferred maintenance still a serious concern!



“Minimum Sustainment” does not restore USMA’s infrastructure health



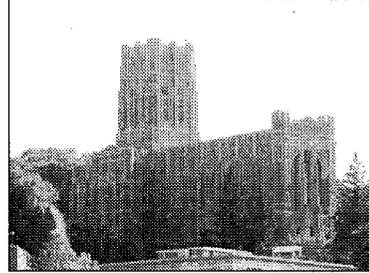
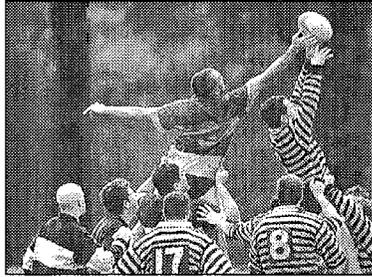
The Solution To Fiscal Challenges

A combination of Private and Government funds:

- ✓ Government Funds → “Core” Programs
 - Barracks, Academic Buildings, Arvin Physical Development Center, Track
- ✓ Private Funds → “Margin of Excellence” Programs
 - Michie Stadium Athletic Complex, Crew & Sailing Center, Shea Track Stadium, Indoor Tennis Facility, Cadet Activities, Indoor Pistol Range, Endowed Chairs



Bottom Line Message To Alumni and Friends



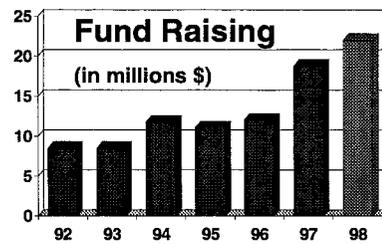
- ✓ “Cadet future...and the future of USMA are increasingly in the hands of friends and alumni.”
- ✓ “The Bicentennial is an excellent opportunity to step forward and help.”

Duty, Honor, Country



Message From Alumni And Friends: ^{est.}

- We Accept the Challenge and Will Help!
- 1997 was best fund raising year ever - **\$19M raised!**
- Alumni/friends are willing to fund “*Margin of Excellence*” initiatives; but unwilling to pay for base maintenance and repair!
- Bottom line: Continued private support dependent on Army satisfying reasonable USMA sustainment needs for “*Core*” programs and facilities!



Duty, Honor, Country

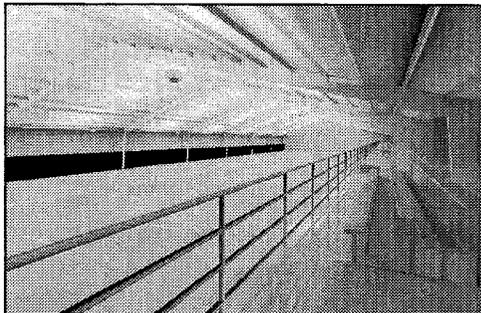
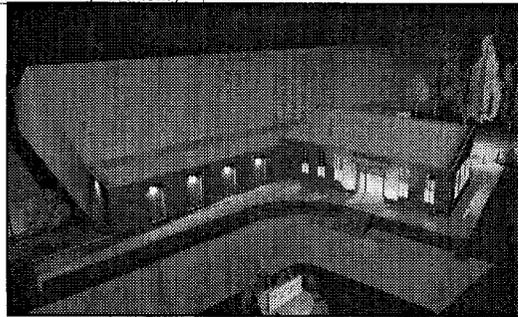


Individual Successes

- Lichtenberg Indoor Tennis Center
- Shea Track Stadium
- Michie Stadium Athletic Complex



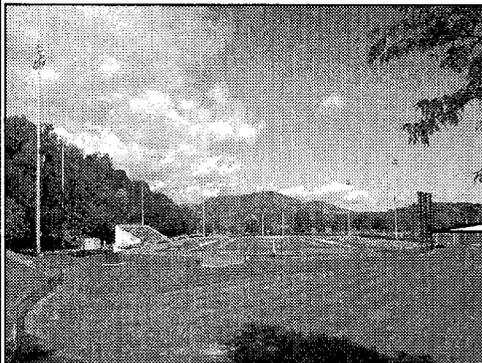
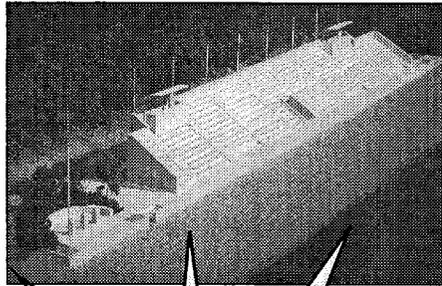
Lichtenberg Tennis Center



Private Donor
& Class Donations
permitted ground
breaking in June '98



Shea Track and Stadium



Perfect Blend of Public and Private Support -- Class Project for "Margin of Excellence" and Public Dollars for the "Core!"

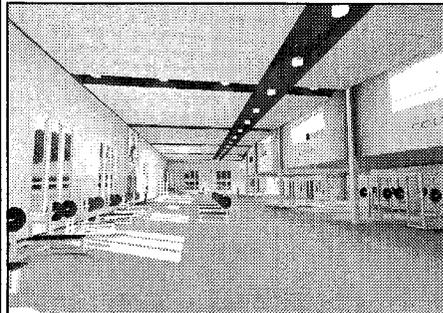
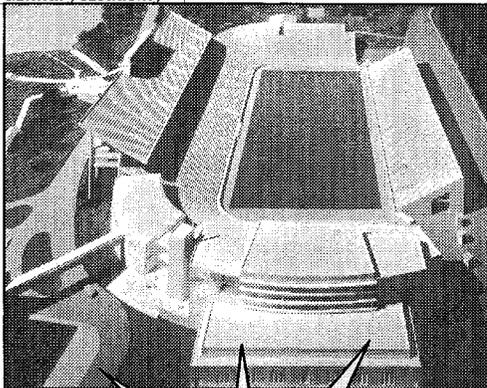
Duty, Honor, Country

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Michie Stadium Athletic Complex



Most significant need -- key to future Army competitiveness

Duty, Honor, Country

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Bicentennial Campaign Plan Categories & Examples

BRICK AND MORTAR

Michie Athletic Annex	Indoor Pistol and Rifle Range
Press Box & Elevator	Crew and Sailing Center ✓
Lichtenberg Tennis Center ✓	Shea Stadium Renovation ✓
Thayer Walk ✓	

FOCUSED ENDOWMENTS

Cadet Activities	Support for "Bedrock Values" (Integrity and Respect) ✓
Academic Programs and Chairs ✓✓✓✓	



Gift Authority Statute "Cash in Hand" -- Critical!!

- **Problem** -- USMA cannot accept gifts of construction of facilities unless all of the funds are 'in hand' before construction begins.
- **Example** -- Donor offers \$3.5M toward construction of a \$5M tennis facility. Remaining \$1.5M to be donated over 3 years by friends of donor. Construction must begin by Summer 1998 to assist donor in raising addition funds.
- **Solution** -- USMA proposes legislative change to 10 U.S.C. 4356 to allow unconditional guarantees of credit from commercial banks/investment firms to serve as the additional funding. The guarantee is made before the project begins.
- **Status** -- OCLL has formatted proposal for legislation; Currently with DA Staff in final stages of review.



How To Recognize Donor Contributions

Will comply with existing Army Regs with regards to Memorialization

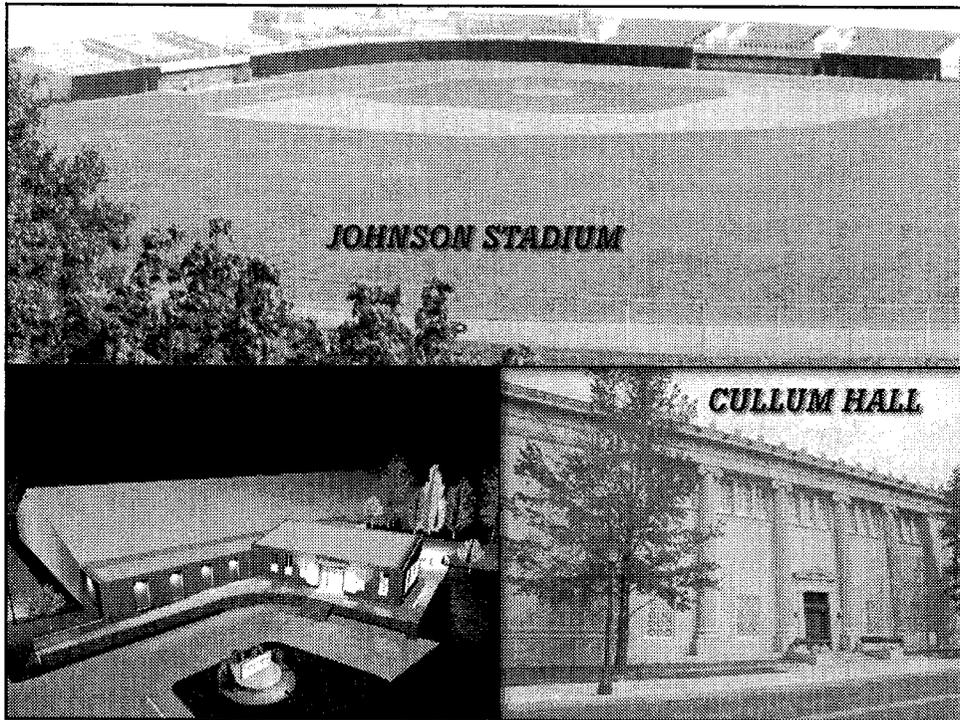
Working naming/recognition issue now with DA

Who benefits?	Cadets
Why do it?	For the "Margin of Excellence"
How do we do it?	Limited & Respectful
Where do we do it?	Inside/Outside Opportunities
When do we do it?	To Recognize Significant Contributions to West Point



Naming Policy

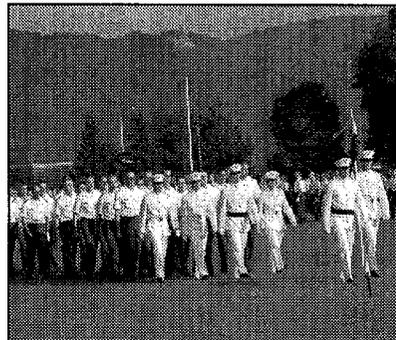
- Existing named structures will not be renamed.
- Existing structures in main cadet area which presently remain unnamed will only be named for graduates who have served their country with enormous distinction (not on the basis of a financial contribution to USMA).
- Rooms, auditoriums, lecture halls, etc. may be named on behalf of a donor but only in limited cases and with respect for the dignity of the Academy.
- New buildings, wings, annexes outside the main cadet area may be named on behalf of donors who contribute to the construction of the facility.



United States Military Academy

Personnel Issues

- **Cadet Pay**
- **Marriage**
- **International Cadets**





Cadet Pay

- Cadet pay is \$571 per month and had not been adjusted since 1991.
- The recently passed appropriations bill includes a provision to increase cadet pay to \$600 (effective 1 January 1999). This will be a significant help.



Marriage/Annulment Status

- USMA initiative to ensure cadets who marry will be separated provides two separate bases: violation of amended Regs and breach of contract.
- Under a change to USMA regulations (pending), a cadet who marries (vice "is married") will be separated regardless of a later annulment or divorce.
- In the new "Agreement to Serve," signed on Reception Day, each new cadet agrees that they will not marry while a cadet and acknowledges that any marriage breaches the Agreement regardless of any later dissolution.
- Offending cadets can be separated based on either violating Regs or breaching the Agreement to Serve.
- The proposed changes are awaiting final approval at DA.



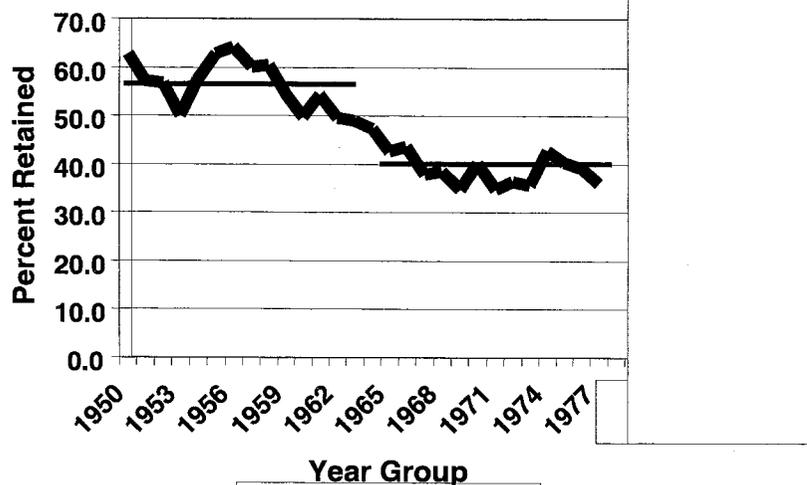
International Cadets

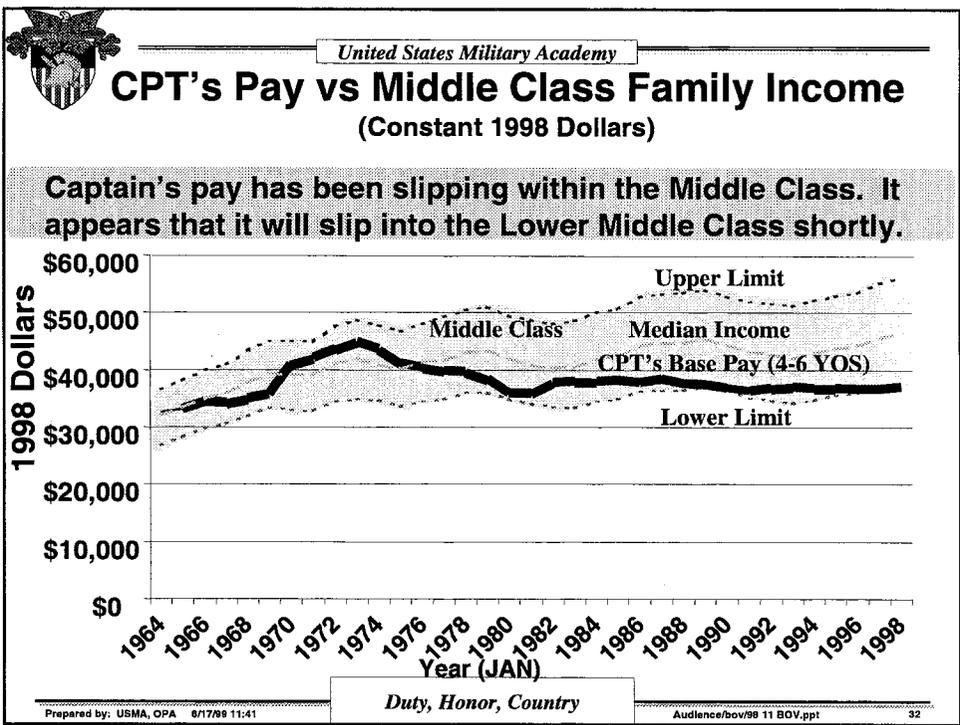
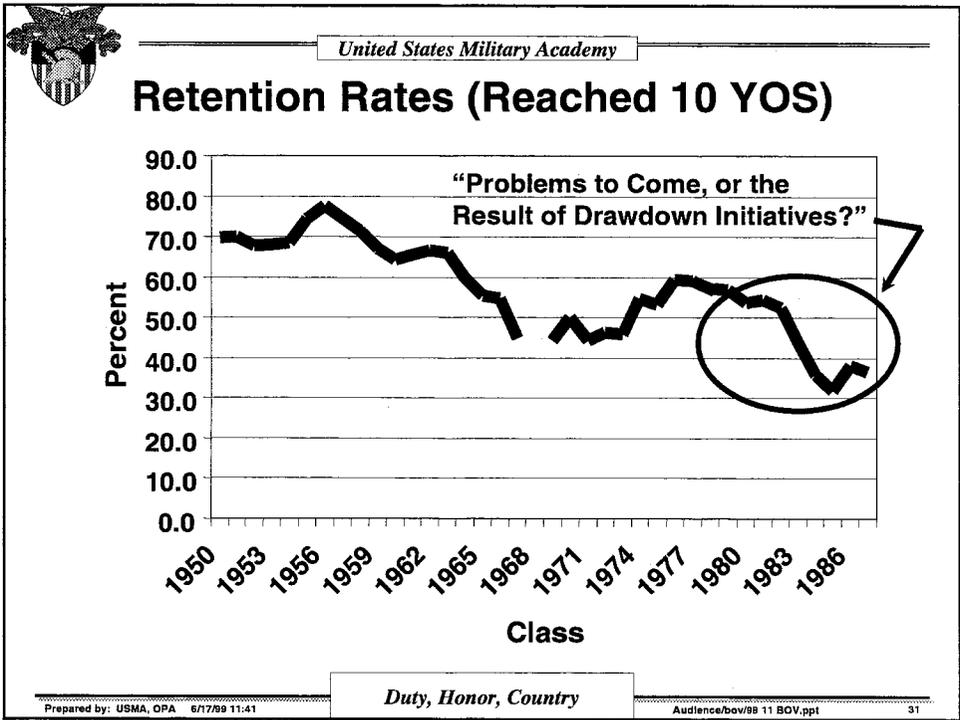
- The FY 98 National Defense Authorization Act, Section 543, changed the authority of the SecDef to waive charges to foreign governments for the cost of foreign cadets attending Service Academies.
- This is having a serious affect on West Point's ability to enroll foreign cadets. For the Class of 2002, only six international cadets enrolled, four with full waivers and two with partial waivers.
- This is especially troublesome since the countries most affected by the legislation are the emerging democracies of Eastern Europe.
- At the same time our future military officers will learn greatly from their exposure to international cultures.



Issue/ Challenge: Retention

USMA Retirement Rates Reached 20 Years of Service







Housing

The desire for larger homes is shown by the 33% increase in the size of new housing. However, as American's have desired larger homes, the military's housing benefit has remained constant, thereby reducing the value of the benefit.

On-Post Housing Levels

	E7 - E9			
	W1 - W4			
	O1 - O3	O4-O5	O6	O7-O10
Avg sf	1,375	1,475	1,700	2,100

Civilian Housing Levels in US

	1970	1980	1990	1995	1996
Avg sf	1,500	1,740	2,080	2,095	2,120



Retirement Changes

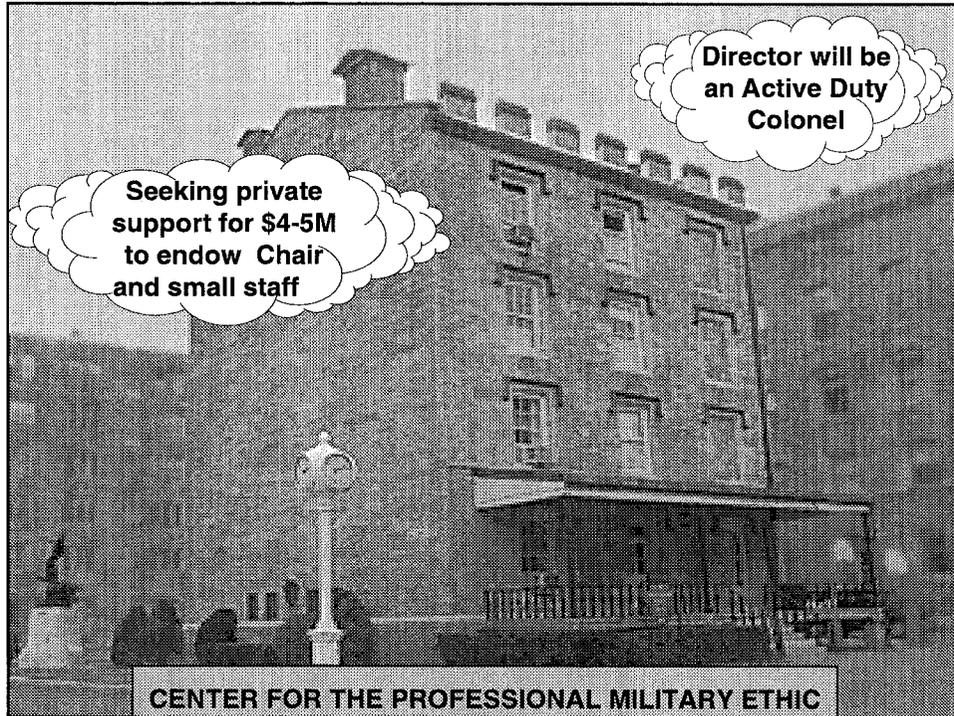
O-5 Retirement at 20 years

Plan #1 (Prior to 8 September 80): 50% of last pay

Plan #2 (8 September 80 - 31 July 86): **-4.8%**

Plan #3 (After 1 August 86): **-23.9%**

To help address retention. . .





United States Military Academy

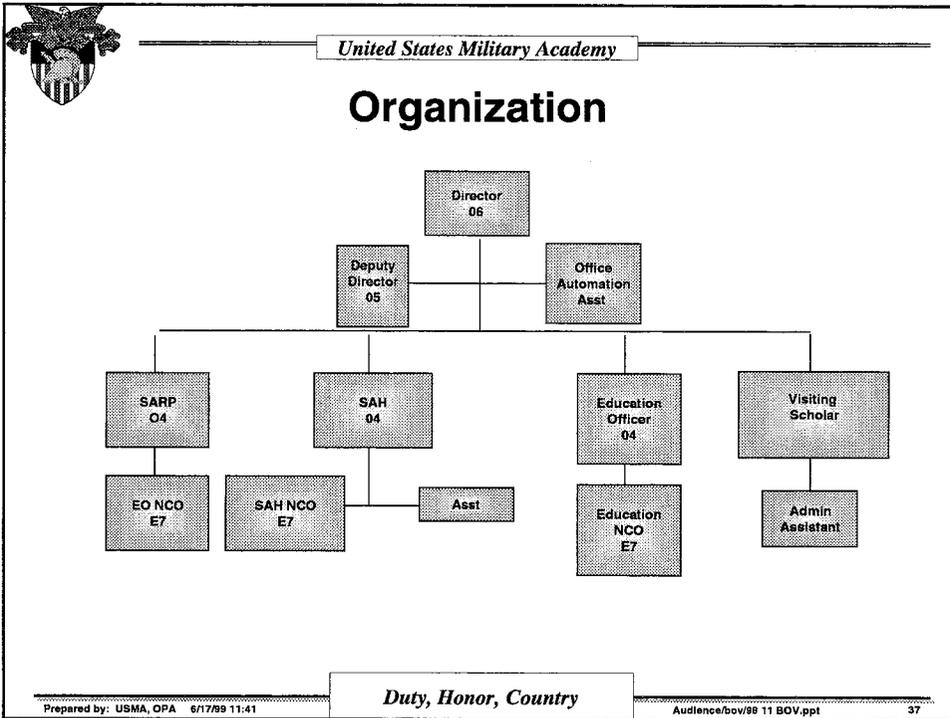
Center for the Professional Military Ethic

- **Oversee administration of the *Honor and Respect for Others* Systems within the Corps of Cadets**
- **Support the teaching of the Army Professional Ethic to the Corps of Cadets**
 - Develop a four-year PME course of instruction
 - Author materials for ethics instruction
- **Conduct research on the Army Professional Ethic and character development in the military**
- **Develop outreach initiatives to the Army and other institutions on the subject of professional ethics**
 - Develop lesson plans and POIs
 - Assist with Army doctrine revision

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United States Military Academy

Local Community Relations

- Overall Good Relations -- And Improving!
- Impact Aid remains a concern
 - \$24M Appropriated in FY98, \$1.13M went to Highland Falls/Fort Montgomery. \$28M in FY99*
- Looking at possible land transfer -- If truly "excess," could help local tax base, and hence, local school funding.

* USMA has 146 families dependent on the quality of local schools

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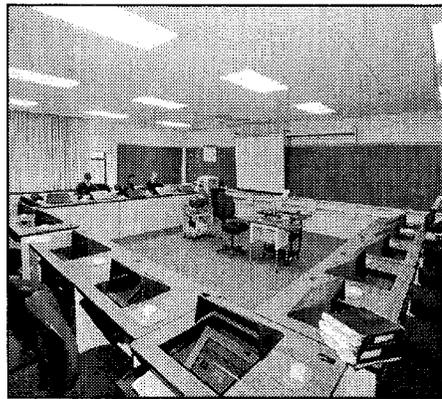
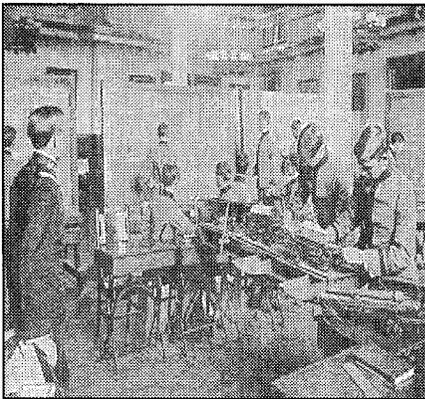
We Need From BOV: A Review and Summary

- Continued Support for adequate and sustained USMA funding
- Need help to ensure second (\$29M) and third increments (\$44M) of authorized MCA \$ are forthcoming
- Change in Gift Acceptance Statute
- Support for SecDef International Cadet Waivers
– Now is the wrong time to limit foreign cadets
- Continued Support for Federal Impact Aid

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Dean's Update on Accreditation & Assessment Issues



BG Fletcher M. Lamkin, Dean

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Importance of Accreditation

- ◆ Assures Quality of Total Educational Program
- ◆ Essential to Recruitment of Cadets and Faculty
- ◆ Maintains the Institution's Reputation
- ◆ Opportunity for Voluntary Peer-Review



Background

- ◆ USMA accredited by Middle States Association of Colleges and Schools (Middle States)
 - Accredited since 1949; submitted Periodic Review Report, 1995
 - Seeking reaffirmation of accreditation in 1999, with completion of self-study and onsite evaluation visit
- ◆ Engineering programs accredited by American Board of Engineering Technology (ABET) in 1997
 - Four majors accredited since 1985; two added in 1997
- ◆ Computer Science program accredited by Computing Sciences Accreditation Board (CSAB) in 1997



Middle States Accreditation Overview

- ◆ Superintendent - directed
- ◆ Academy - wide effort
- ◆ All MADs represented
- ◆ 116 staff, faculty, and cadets involved
- ◆ Coordinated with ongoing NCAA Self Study



Key Role of Accreditation

Impetus for Self-Directed Change

- ◆ Changes accrued from 1989 Self Study
 - Cadet Leader Development System
 - Reforms to Fourth Class System
 - New Academic Program
 - Emphasis on Quality vs. Quantity
 - Development of Assessment System
- ◆ 1999 Self Study is an Opportunity to:
 - Take Stock
 - Invigorate assessment
 - Consider Impact of Recent Changes



The 1999 Self Study

In March 1997, LTG Christman

- ◆ Appointed COL Anthony Hartle, Professor and Deputy Head, Department of English, to chair the Self-Study Steering Committee.

- ◆ Directed that the Self Study be “Comprehensive with Special Emphases”



Comprehensive Overview

From Characteristics of Excellence:

- | | |
|---------------------------|------------------------------|
| ◆ Mission | ◆ Planning and Resources |
| ◆ Curriculum | ◆ Outcomes and Effectiveness |
| ◆ Admissions | ◆ Student Services |
| ◆ Faculty | ◆ Organization |
| ◆ Budgeting | ◆ Governing Board |
| ◆ Library | ◆ Plant and Equipment |
| ◆ Resources | ◆ Catalogs and Publications |
| ◆ Innovation | |
| ◆ Institutional Integrity | |



Special Emphases

- ◆ Strategic Planning and Programming
- ◆ Leader Development
- ◆ USMAPS
- ◆ Outcomes Assessment at the Program Level
- ◆ Gender and Racial Diversity
- ◆ Faculty

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Accreditation Status

Fully Accredited--No Conditions

- ◆ Four engineering programs re-accredited by ABET in 1997.
- ◆ Two engineering programs accredited for the first time by ABET in 1997.
 - *Next ABET review: September 2003*
- ◆ Computer Science programs accredited for the first time by CSAB in 1997.
- ◆ USMA engaged in Middle States Self-Study, anticipating on-site evaluation visit in November 1999.

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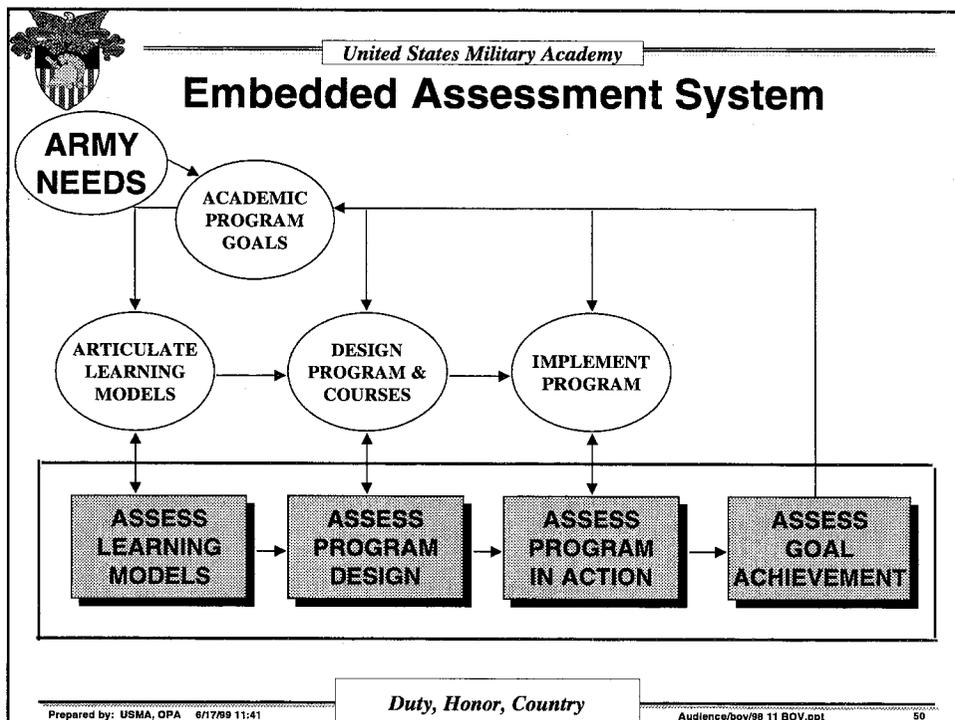
United States Military Academy

Middle States Accreditation Timeline

- ◆ March 1997 Select Steering Committee
- ◆ April 1997 Middle States Staff Visit
- ◆ May 1997 Submit Self Study Design
- ◆ August 1997 Start Self Study
- ◆ August 1998 Complete Self Study Tasks
- ◆ October 1998 Complete Working Group Reports
- December 1998 Complete Self Study Draft Report
- Jan-Mar 1999 Circulate Draft Report
- July 1999 Submit Final Self Study Report
- Sept 1999 Submit Supporting Documents
- Nov 1999 Evaluation Team Visit

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Command Climate Results

- ◆ Command Climate has generally improved or stayed the same
- ◆ Both military and civilian faculty members are generally satisfied with the organizational climate
- ◆ Civilian faculty members are less satisfied than their military counterparts in areas associated with respect for others, availability of leadership opportunities, and integration in the West Point community
- ◆ Female GS staff, as a group, less satisfied with nearly all dimensions of the organizational climate than faculty
- ◆ The climate for academic freedom is reasonably good
- ◆ Responses to open-ended questions revealed potential areas for change:
 - more visibility by senior leaders
 - reductions of tasks not directly related to teaching mission
 - continued efforts at the integration of civilian faculty and staff
 - better coordination with USCC

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Command Climate Results Follow-up Actions

- ◆ Continue efforts to fully integrate the civilian faculty into the USMA Community
 - Review institutional policies and practices that inhibit full integration
- ◆ Complete administrative support review of GS staff
- ◆ Enhance communication throughout the Dean's major activity directorate
- ◆ Establish a review committee for academic freedom and civilian faculty reappointment issues
- ◆ Continue to administer the command climate survey each spring

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United States Military Academy

Assessment Initiatives Cultural Perspective



- ◆ 96-97 assessment revealed need for curriculum modification
- ◆ 97-98 Faculty revised core curriculum to enhance the cultural perspective goal
 - HI103/104 International Perspective
 - LX203/204 Integrate Cultural Perspective
 - EV203 Add Cultural Content
 - SS307 Culture “Capstone”
- ◆ Resume assessment 98-99

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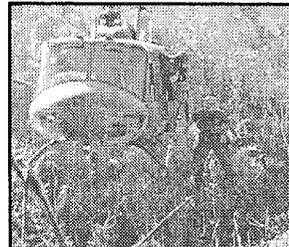
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United States Military Academy

Assessment Initiatives Historical Perspective

- ◆ Curriculum design supports the learning model
- ◆ Cadets receive thorough grounding in historical knowledge, concepts, and analysis
- ◆ 78% of First Class felt confident in their ability to evaluate historical evidence
- ◆ Interviews of Battalion Commanders revealed consensus that West Point graduates have a strong sense of history



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Assessment Initiatives Behavioral Perspectives

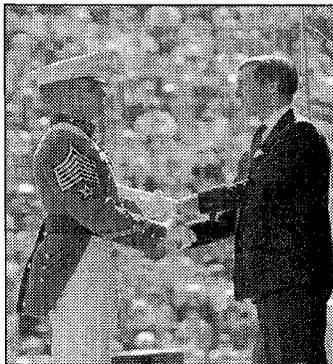
- ◆ Curriculum is structured and implemented sufficiently well to ensure cadets achieve the goal
- ◆ 73% of First Class were confident in their abilities to understand the complexities of human behavior and present sophisticated analysis of human behavior
- ◆ Consensus of Battalion Commanders felt West Point lieutenants and captains understood how to motivate soldiers, however, some commanders mentioned an apparent inability to relate to soldiers who are different from themselves



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The Outcome: Army Leaders of Character....



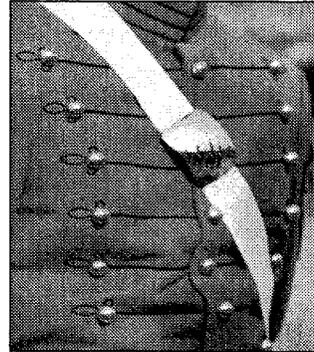
Serving the Nation for a
Lifetime

Duty, Honor, Country



Commandant's Update to the Board of Visitors

BG John P. Abizaid
Commandant of Cadets

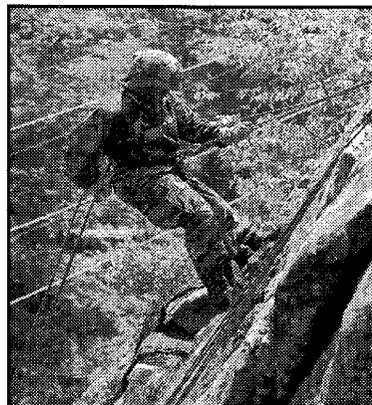


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Cadet Basic Training

- **Cadet Led**
- **Standards Based**
 - 29 Mandatory Commissioning Tasks
- **Tough Military Training**
 - PT, Basic Rifle Marksmanship, Road Marches, Tactical Training
- **Challenging Leader Experience**



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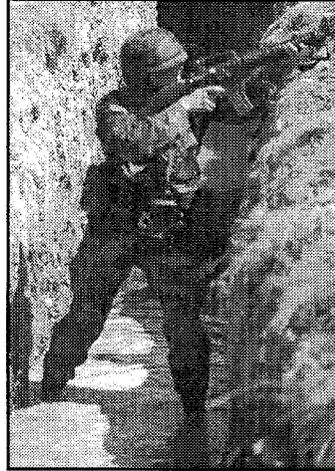


CBT Statistics

- Admitted on Reception Day 1246
 - Men 1053
 - Women 193

- Separated during CBT 60

- Final Strength 1186
 - Attrition
 - Men (4.2%) 44
 - Women (8.3%) 16



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CBT Completion Statistics Training

- Basic Rifle Marksmanship 99%
- 75 Foot Rappel 100%
- 100% Knowledge 100%
- 100% MQS Tasks 99%
- Mask Confidence Exercise 100%
- 2-Night FTX 100%
- APFT 97%
- Foot March 98%



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CBT APFT Statistics

	<u>Avg</u>	<u>Failed</u>
Week 1	214/300	208
Week 5	247/300	15



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Cadet Field Training

- **Cadet Led**
- **Standards Based**
- **Intensive/Tough**
- **Individual**
 - **MQS Tasks**
 - **RECONDO**
- **Collective Skills**
 - **“Viking Thrust”**
 - **Mounted Maneuver Training**

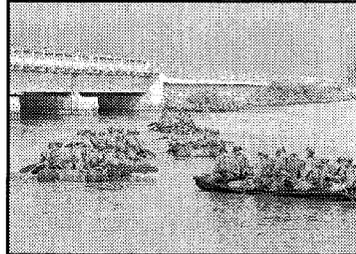


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CFT Highlights

- Operation Viking Thrust
 - Joint Air Operations--USMC CH53s/ Navy Frigate Visit
 - Squad Live-Fire
 - Cadet OPFOR MIAD/JRTC Scenario and Standard
- Recondo- 67% Qualified
- Mounted Maneuver Training
- 7 Mile Regimental Run to West Point



CFT Completion Statistics

- Land Navigation (Day/Night) 98%
- Advanced Rifle
- Marksmanship 99%
- Common Core Tasks 99%
- Water Obstacle Course 98%
- Operation Viking Thrust 98%



Cadets not promoted/
require remediation: 34

Completed remediation to date: 20



Cadet Advanced Training

- **CTLT**
 - 871 Participated (381 Overseas)
- **DCLT**
 - 140 Participated
- **MIADs**
 - 10 Military Schools Offered
 - 1092 Cadets Participated
 - 87% Overall Graduation Rate
 - 4 Honor Graduates



DA Accession Guidance

- **Min 80% Men & 20% Women to Combat Arms**
- **Maximums by Branch**
- **2% May Apply for Medical School (18)**
- **Up to 1% assigned Medical Service (9)**
- **1 for 1 Exchange not to Exceed 1% May Apply for Interservice Transfer (9)**
- **Voluntary Branch Detailing**

The Branching Formula

DA Guidance + Class Rank (CPR) + Preference = Branch

CPS= APS (55%) + MPS (30%) + PPS (15%)



USMA Branch Summary '99

Branches that were Full:

Infantry, Armor, Aviation, Military Intelligence, Military Police, Finance, Medical Service, Transportation, Quartermaster

Branches that were not Full:

Field Artillery, Air Defense, Engineer, Signal Corps, Chemical Corps, Ordnance, Adjutant General Corps,



Assigned/Max/CPR '99

<u>Branch</u>	<u>Asng</u>	<u>Max</u>	<u>CPR first/ last</u>
Infantry	175	175	1/906
Armor	95	95	12/638
Field Artillery	165	185	3/947
Air Defense	35	55	301/946
Aviation	107	107	4/867
Engineer	111	112	6/945
Signal Corps	51	60	175/927
Military Police	25	25	8/733



Assigned/Max/CPR '99

<u>Branch</u>	<u>Asng</u>	<u>Max</u>	<u>CPR first/ last</u>
Military Intelligence	55	55	20/594
Adjutant General	19	24	62/904
Finance	11	11	80/844
Chemical Corps	3	18	663/721
Transportation	21	21	85/768
Ordnance	17	25	135/938
Quartermaster	24	24	98/863
Medical Service	9	9	41/303

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Branch Preference Summary '99

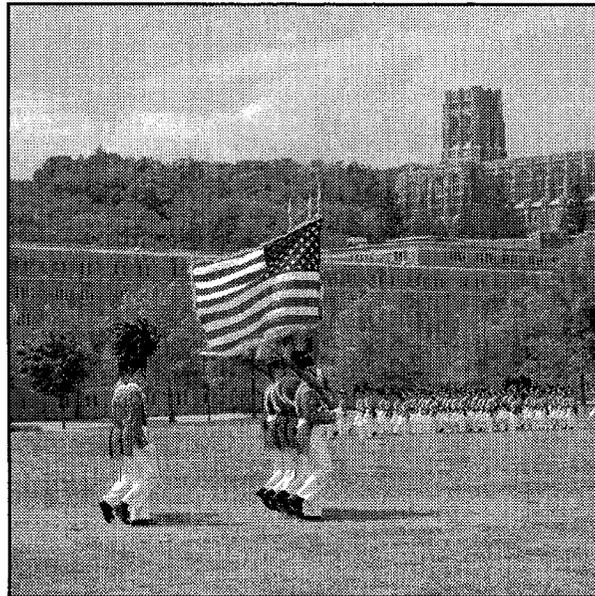
	<u>CA</u>	<u>CS</u>	<u>CSS</u>	<u>Medical</u>	<u>Interservice</u>	<u>TOTAL</u>
Men:	656	84	59	16	5	820
Women:	29	48	44	3	0	127

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Selection Percentages By Choice '99

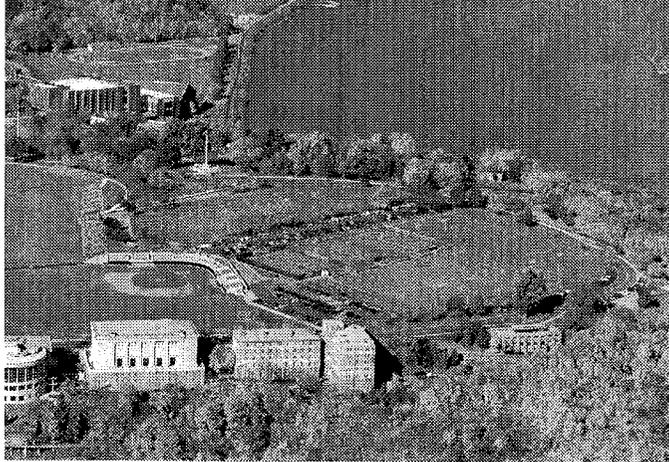
	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>Other</u>
Men	90.0	6.6	2.2	1.2
Women	82.7	16.5	.0	.8
Total	89.0	7.9	1.9	1.2





United States Military Academy

West Point - a "National Treasure" Entering our Third Century of Service to the Army and the Nation



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USMA Board of Visitors Program Updates

- Intercollegiate Athletics
- Admissions
- USMAPS





Intercollegiate Athletic Program Mission

To contribute to the achievement of the USMA physical program goals by providing cadets the opportunity to compete at their highest level of ability in an array of competitive intercollegiate athletic teams that emphasize growth in leadership and character.



Program Process Goals

- **Ensure that participation in Intercollegiate Athletics reinforces the commitment of each cadet athlete to excellence in all facets of the cadet experience**
- **Administer all operations in ways that reinforce the commitment of USMA to the highest standards of the NCAA and the absolute importance of integrity to the military profession**
- **Ensure that gender equity is maintained within the intercollegiate athletic programs**
- **Maintain an active program of external review of all operations, to include NCAA certification**
- **Operate a fiscally sound program that minimizes reliance on appropriated support**



Program Outcome Goals

- Field competitive teams for men and women at Division 1 (1A Football) that provide an appropriate balance of opportunities consistent with the size of the Corps of Cadets and resource constraints
- Contribute to the development of character and leadership by emphasizing spirited competition and fair play
- Inspire all cadets to strive for excellence by fielding teams that set outstanding examples of thorough preparation, unity of effort, teamwork, and dedication
- Field an array of teams that will attract to USMA a national cross-section of fully qualified candidates who are interested in continued growth through challenging competition at the highest intercollegiate level



General Information

- Teams compete in Division I of NCAA
 - 300 Schools
- Football competes in Division IA
 - 112 Schools
- 25 Intercollegiate Teams
 - 15 men
 - 9 women
 - 1 coed
- 900 -1000 Cadets Participate



Organization

- Intercollegiate Athletic Office is a government entity - not private like USNA
- Director and staff are government workers
- Coaches

Contract Employees

Football
Basketball
Hockey
Lacrosse
Baseball
Softball
Track
Soccer

Government Employees

Swimming
Gymnastics
Tennis
Wrestling
Volleyball

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Intercollegiate Teams (25)

FALL (7)

MEN

Cross Country
Football
Soccer
Lightweight Football

WOMEN

Cross Country
Volleyball
Soccer

WINTER (10)

MEN

Basketball
Swimming/Diving
Track (Indoor)
Gymnastics
Hockey
Wrestling

WOMEN

Basketball
Swimming/Diving
Track (Indoor)

COMBINED

Rifle

SPRING (8)

MEN

Baseball
Track (Outdoor)
Golf
Lacrosse
Tennis

WOMEN

Softball
Track (Outdoor)
Tennis

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United States Military Academy

Conference USA

- Demonstrating commitment to IA program
- NCAA Representation
- Bowl Affiliation
- TV Coverage
- Army "Backyard"
- Recruiting Incentive

Cincinnati
 East Carolina
 Houston
 Louisville
 Memphis
 Southern Miss
 Tulane
↓
 ARMY '98
 UAB '99

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United States Military Academy

Patriot League

TEAMS	<u>MEN:</u> Basketball Baseball Cross Country Golf Indoor Track Lacrosse Outdoor Track Soccer Swimming & Diving Tennis	<u>WOMEN:</u> Basketball Cross Country Indoor Track Outdoor Track Soccer Softball Swimming & Diving Tennis Volleyball
SCHOOLS	Army Bucknell Colgate Holy Cross	Lafayette Lehigh Navy

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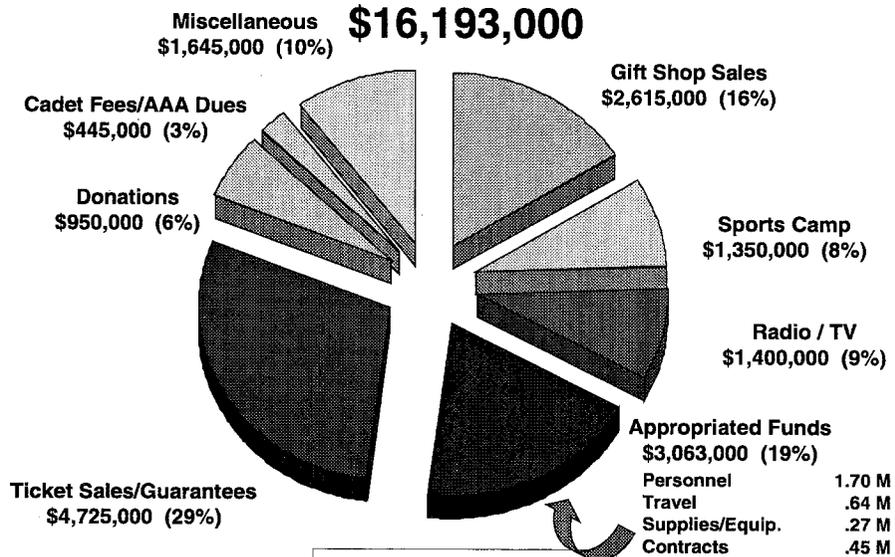
Finances

FY 1998 REVENUES	\$16,193,000
FY 1998 OPERATIONAL EXPENSES	\$15,800,000
NET PROFIT	\$ 393,000

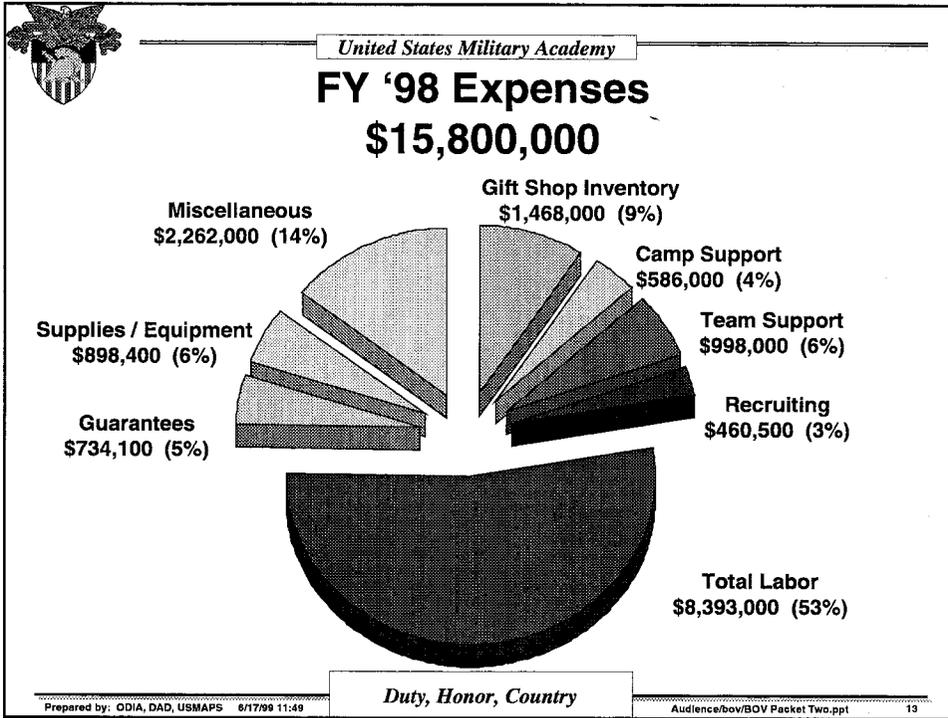
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FY '98 Revenue



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United States Military Academy

Major Facility Projects

<u>PROJECT</u>	<u>FUNDS</u>	<u>EST. COMPLETION</u>
• Indoor Tennis Facility	Gift	Feb. 99
• Michie Stadium Athletic Complex	Gift	2002
• Arvin Physical Development Center	Appropriated	2003
• Shea Stadium	Appropriated / Gift	1999
• Gillis Field House	Appropriated	Nov. 1998
• Resurface Michie Stadium	Non-Appropriated	Summer 2000

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NCAA Certification

Areas to be reviewed

- Governance / Rules Compliance
- Academic Integrity
- Fiscal Integrity
- Gender and Minority Equity

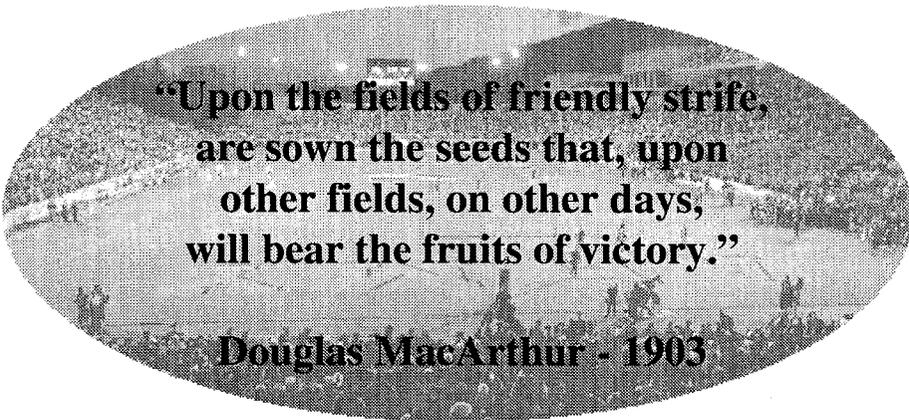
Academy is conducting self-study

Peer Review Team evaluation in April 1999

Certification decision by NCAA in August 1999



Army Athletics



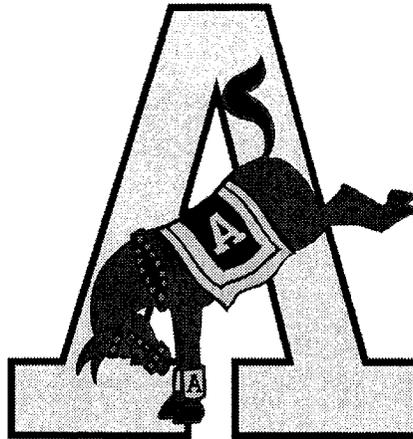
“Upon the fields of friendly strife,
are sown the seeds that, upon
other fields, on other days,
will bear the fruits of victory.”

Douglas MacArthur - 1903



United States Military Academy

Go Army! Beat Tulane!

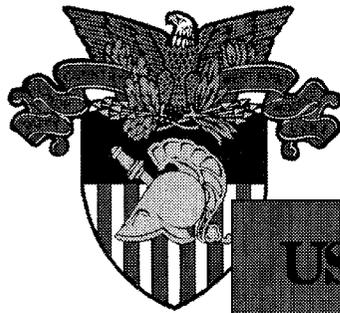


Beat Navy!

Duty, Honor, Country

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USMA ADMISSIONS
The Corps Starts Here

Briefing to members of the
Board of Visitors
COL Mike Jones, Director of Admissions
6 November 1998

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DAD Mission from USMA Reg 10-1

- To enroll outstanding men and women each year who are motivated towards completion of West Point and a military career.
- To enroll a class of desired composition and diversity: scholars, leaders, athletes, African-Americans, Hispanics, women and soldiers.

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Class Profiles

	<u>CI '02</u>	<u>CI '01</u>	<u>CI '00</u>
Top 20% of High School Class	74%	76%	80%
Valedictorians	6%	7%	8%
Salutatorians	3%	5%	5%
National Merit Scholarship Recognition	19%	18%	19%
National Honor Society	59%	60%	62%
Boys/Girls State	18%	17%	21%
Class or Student Body President	18%	17%	19%
Scouting Program	45%	45%	44%
Eagle/Gold Award Awardees	11%	13%	12%
Team Captain	62%	62%	61%
Varsity Letter Winners	90%	88%	90%
Mean SAT:	V 624	V 620	V 623
	M 644	M 644	M 643
Mean ACT:	E 27	E 27	E 27
	M29	M28	M 28

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Class Composition Goals

		CI 2002		CI 2001	CI 2000	CI 1999	CI 1998
<i>Categories</i>	<i>Goals</i>	<i>Accepts</i>	<i>%</i>	<i>Accepts</i>	<i>Accepts</i>	<i>Accepts</i>	<i>Accepts</i>
Scholars	20-25%	260	21%	247	259	252	232
Leaders	20-25%	286	23%	282	259	223	274
Athletes	20-25%	279	22%	250	273	279	235
Women	10-15%	192	15%	188	188	175	154
Soldiers	12-15%	212	17%	189	172	167	186
African Americans	10-12%	113	9%	87	83	86	59
Hispanics	4-6%	55	4%	62	56	46	56
Other Minorities	2-3%	103	8%	79	97	76	82

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Admissions Data

<u>Category</u>	<u>CI 2002</u>	<u>CI 2001</u>	<u>CI 2000</u>	<u>CI 1999</u>	<u>CI 1998</u>
Applicants:	12,442	12,734	12,873	12,429	13,011
Nominated:	4,243	4,292	4,387	4,562	4,325
Qualified:	2,088	2,046	2,066	2,050	2,047
Offered:	1,516	1,597	1,548	1,576	1,614
Enrolled:	1,246	1,192	1,187	1,187	1,155

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Minority Admissions Class of '02

<u>Ethnicity</u>	<u>USMA</u>	<u>USNA</u>	<u>USAFA</u>
African-American	113	62	62
Hispanic	55	86	84
Asians	60	59	46
Native Am	<u>8</u>	<u>12</u>	<u>20</u>
Total	236	219	212



Minority Challenge

- '98 college-bound seniors with:**
- GPA of 3.5 or better and
 - combined senior year SAT of 1100 or better

	# high scorers	male	female
African Americans	6,231	2,439	3,792
Hispanics	8,390	4,139	4,251

**76 African-Americans enrolled USMA
+ 68 African-Americans enrolled USMAPS
=144 of these high scoring African American
students - over 2%!**

**Additionally, 42 Hispanics enrolled USMA, 30
Hispanics enrolled USMAPS**

NOTE: "Hispanics" includes anyone who described him/herself as Mexican American, Puerto Rican or Other Hispanic.

SOURCE: SAT Program Summary Reporting and Validity Study Services.



Project Outreach

- 6 recent West Point graduates (Officer Basic Course + Platoon Leader time)
- 13-month assignment to West Point
- Travel extensively throughout their regions
- Focus on nurturing candidates through the process:
 - First Semester:
 - screen candidates on the system
 - conduct key in-home visits
 - visit target high schools (focus on quality)
 - Second Semester
 - continue personal contact with candidates
 - encourage *college preparatory program*
 - conduct community outreach



Admissions Data

<u>Category</u>	<u>CI 2003</u>	<u>CI 2002</u>	<u>CI 2001</u>	<u>CI 2000</u>
Applicants:	9,356	10,226	10,572	10,082
Nominated:	553	575	565	600
Letters of Assurance:	340	662	561	17
Offered:	0	6	9	0

NOTE: Class of 2003 as of 28 October 1998, 2002 as of 29 October 1997; 2001 as of 30 October 1996; and 2000 as of 01 November 1995



Competition

	Class of '03			Class of '02			Percent Change		
	USMA	USNA	USAFA	USMA	USNA	USAFA	USMA	USNA	USAFA
Total Applicant	9176	7738	6565	10050	7373	7780	-9%	5%	-16%
Blacks	957	620	356	1035	499	389	-8%	24%	-8%
Hispanics	482	500	408	497	364	493	-3%	37%	-17%
Other Minority	572	383	--	656	336	--	-13%	14%	--
Women	1253	1439	1426	1536	1383	1672	-18%	4%	-15%
Presidential	234	287	326	251	249	456	-7%	15%	-29%
LOAs	299	224	--	571	155	--	-48%	45%	--

As of 22 October 1998

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Why the decline?

- **Struggling with Army accessions across the board -- vague "career" opportunities, bad Army news in the media**
- **Change in values among Generation X, Generation "Why"**
 - more performance- than rank-oriented
 - motivated by current quality of life issues
 - distrustful of institutions
 - more independent, more cynical
- **Fully-funded education less appealing**
 - focus by competitors on financial aid piece
 - Education IRAs, scholarships, etc.
- **Ivy League competition**
 - using PSAT searches
 - loosening financial aid constraints
- **PVT Ryan influence**

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Retention

	<u>CI 2002</u>	<u>CI 2001</u>	<u>CI 2000</u>
R-Day strength:	1246	1192	1186
First day of academics:	1196 96.0%	1146 96.1%	1130 95.3%
First day of second semester:		1108 92.9%	1090 91.9%
Graduation Day:		1080 90.6%	1076 90.3%

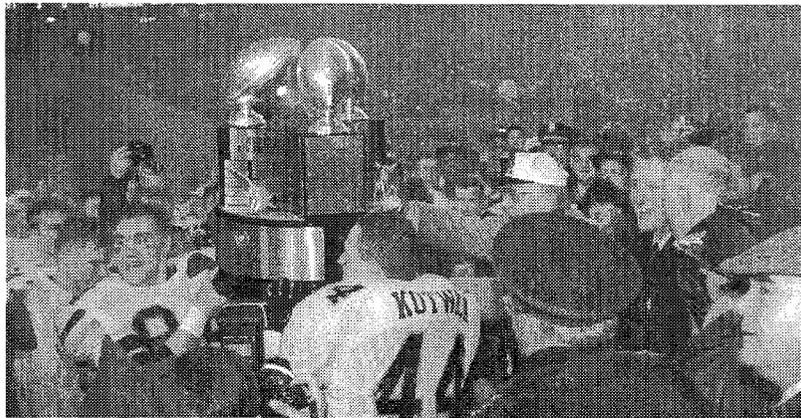
MAOR/R info as of 22 OCT 97

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Go Army! Beat Tulane!

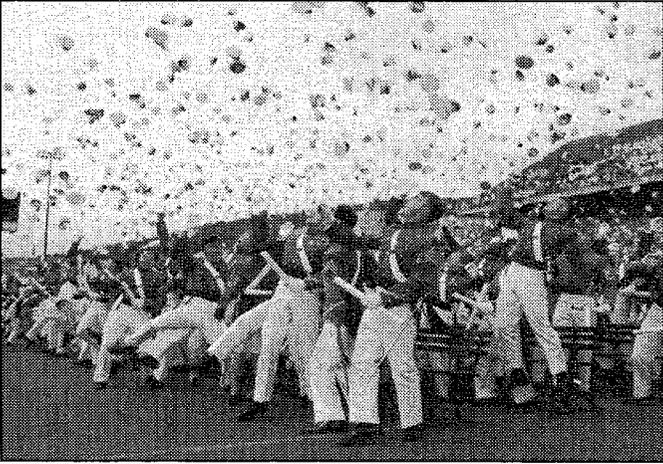


BEAT NAVY!!

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United States Military Academy

United States Military Academy Prep School



MAY 31, 2003

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United States Military Academy

AGENDA

- **Mission**
- **Vision**
- **Organizational Principles**
- **USMAPS as a MAD**
- **Goals**
- **Academic Curriculum**
- **Military Instruction**
- **Values Instruction**
- **Physical Education and Athletics**
- **USMAPS '99 Composition**
- **USMAPS Success**

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United States Military Academy

MISSION

Provide focused academic, military and physical instruction in a moral-ethical military environment in order to prepare and motivate candidates for success at the United States Military Academy.

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United States Military Academy

Vision For Cadet Candidates

- **Cadet Candidates who:**
 - **Are mentally, physically and militarily competent to meet standards expected of them at West Point**
 - **Are committed to careers as Army Officers**
 - **Have internalized and live by Army values**

<p>Loyalty</p> <p>Respect for Others</p> <p>Integrity</p> <p>Honor</p>	<p>Selfless Service</p> <p>Personal Courage</p> <p>Duty</p>
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United States Military Academy

Vision For USMAPS

- A USMAPS Organization that:
 - Focuses on remediation of knowledge and skills expected of candidates upon entry to West Point
 - Provides a Professional Military Environment with central focus on development of character consistent with Army Values
 - Maintains a quality Staff and Faculty focused and integrated to achieve USMAPS Mission
 - Organization culture that emphasize
 - * Teamwork
 - * Respect for others
 - * Excellence
 - * Honesty
 - * Cooperation
 - * Unit Pride

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USMAPS Organization

```

graph TD
    AC[Assistant Commandant] --- C[Commandant]
    C --- FS[First Sergeant]
    C --- DRMO[DRM/Operations PAC]
    C --- Acad[Academics]
    C --- DMT[DMT]
    C --- PE[Physical Education]
    Acad --- English[English]
    Acad --- Math[Mathematics]
    Acad --- SSC[Student Success Center]
    DMT --- Alpha[Alpha Company]
    DMT --- Bravo[Bravo Company]
    DMT --- Charlie[Charlie Company]
    PE --- PhysEd[Physical Education]
    PE --- Athletics[Athletics Varsity Sports & Clubs]
  
```

# Auth	
Officers	13
Enlisted	24
Civilian	23

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Integration as a MAD

- **A Success Story and Getting Better**
- **Incorporated into all Command and Staff Activities at USMA**
- **Advice and Assistance routinely offered**
 - Curricula Review
 - Gym Equipment
 - Counterpart Liaison
 - USMA/USMAPS Activities Interaction
 - CC Accounts
 - Sports Program Interaction
 - Textbook/Uniform Issue
- **Perfect the paradigm and continue to explore opportunities**

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USMAPS Candidate Selection

- **Application to USMA for USMA**
- **Fully qualified  Competitive USMA appointments**
- **USMAPS Candidates**
 - Non USMA qualified
 - Weakness can be remediated at USMAPS
 - Demonstrated leader potential
 - USMA Class Composition Goals

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USMA Admissions

- All Qualified System - Letters of Assurance given to all CCs
- USMAPS POI and minimum standard based on USMA desired entry level skills
- USMAPS Grading - Criterion Based
- Appointments to USMA based on:
 - Accomplishment of USMAPS program standards
 - Commandant's Recommendation
 - Meet DOD medical standards
 - Approval by Admissions Committee, USMA



Academic Quarter

QUARTER SYSTEM (40 CLASS DAYS PER QUARTER)

- English - 60 Hours
- Mathematics - 80 Hours
- Student Success - 20 Hours
- Military Instruction - 20 Hours
- Physical Education - 40 Hours
- Athletics/Personal Fitness - 80 Hours



Mathematics Curriculum

FOUR TRACKS

- **Advanced Placement Calculus**
 - College Board approved Calculus Curriculum
 - AP National Test in spring
 - Goal - Validation of a West Point Course
- **Discrete Math/Calculus**
 - Discrete Math (Matrices, Probability, Data Analysis, Curve Fitting)
 - Applications of Differential and Integral Calculus
- **Standard**
 - Algebra
 - Geometry
 - Trigonometry
 - Calculus
 - Probability
- **Standard Plus (3rd & 4th Qtrs)**
 - Algebra, Geometry, Trig and Pre-Calculus
 - Application Based
 - Data Analysis & Curve Fitting
 - Introduction to Differential Calculus



English Curriculum

- **Two Tracks - Advanced and Standard**
- **Pace, amount, and depth of material varied**
- **Whole Language Approach**
 - Reading
 - Thinking
 - Speaking
 - Writing
- **Review of standard formal written English and usage**
- **Write personal narrative, expository, and argumentative compositions**
- **Present informative and argumentative speeches**
- **Improve reading and vocabulary skills**
- **Develop thinking and logical reasoning skills**



Student Success Course

- Motivation and Self Confidence
- Reading Effectively
- Organizing a Notebook
- Notetaking
- Responsibility and Self Knowledge
- Goal Setting
- Time Management
- Memory Devices
- Attention Focusing
- Phobia Regulation

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Military Instruction

- 3 Week Candidate Orientation
 - Basic military skills (D&C, saluting, ranks, UCMJ, etc.)
 - Time Management
 - USMAPS Orientation
- Leadership Development
 - Chain of Command Duties
 - Ethics
 - Counseling
 - CC Regulations
 - Personal Development
- Bedrock Values Systems
 - Honor
 - Respect for Others
- Introduction to West Point
 - Basic Plebe Knowledge
 - What to Expect
 - Trip to West Point
- Army Values Development
 - Guest Lecture
 - Video
 - Discussion
 - Reflection

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United States Military Academy

Moral-Ethical Development

- **Goals**
 - Educate Cadet Candidates on Basic Army Values
 - Reinforce a Moral-Ethical Climate Identical to USMA
 - Inspire Cadet Candidates toward Career Military Service
- **Components**
 - Honor and Respect Education/Systems
 - Army Values Reinforcement
 - Monell Speakers
 - Films
 - DMT Discussion
 - Journal
- **Remediation Opportunity**

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Physical Education

- **Goal - Cadet Candidates achieve standards that will be expected of them in first semester at West Point**
- **Classes consist of Activities and Classroom Instruction**

<ul style="list-style-type: none"> • Activity Classes - Strength Training - Aerobic Fitness - Team Sports - Swimming - Remedial Fitness - PAE and APFT 	<ul style="list-style-type: none"> • Classroom Instruction - Principles of Strength Training - Aerobic Fitness - Performance Enhancement - Lifetime Fitness
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Extracurricular Activities

- **Clubs**
 - Yearbook
 - Fine Arts
 - Rabble Rousers
 - Gospel Choir
 - Religious Fellowship
 - Athletic Clubs
 - Tactics & Military History
 - Korean American Relations Seminar
- **Activities**
 - Dances, Company Socials
 - Army/Navy Football Game
 - Sponsor Program
 - Graduation Dinner Dance
 - Holiday Ball
 - Theater Trip
 - Other Activities organized and run by the Class

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United States Military Academy




Typical Schedule

- 0530 First Call
- 0600-0645 Breakfast
- 0730-1130 Academic, Military and Physical Instruction
- 1130-1225 Lunch
- 1230-1440 Academic, Military and Physical Instruction
- 1430-1525 Additional Instruction
- 1540-1745 Athletics
- 1715-1845 Dinner
- 1845-2000 Personal Time
- 2000-2300 Study Barracks/Personal Time
- 2300 Mandatory Lights Out

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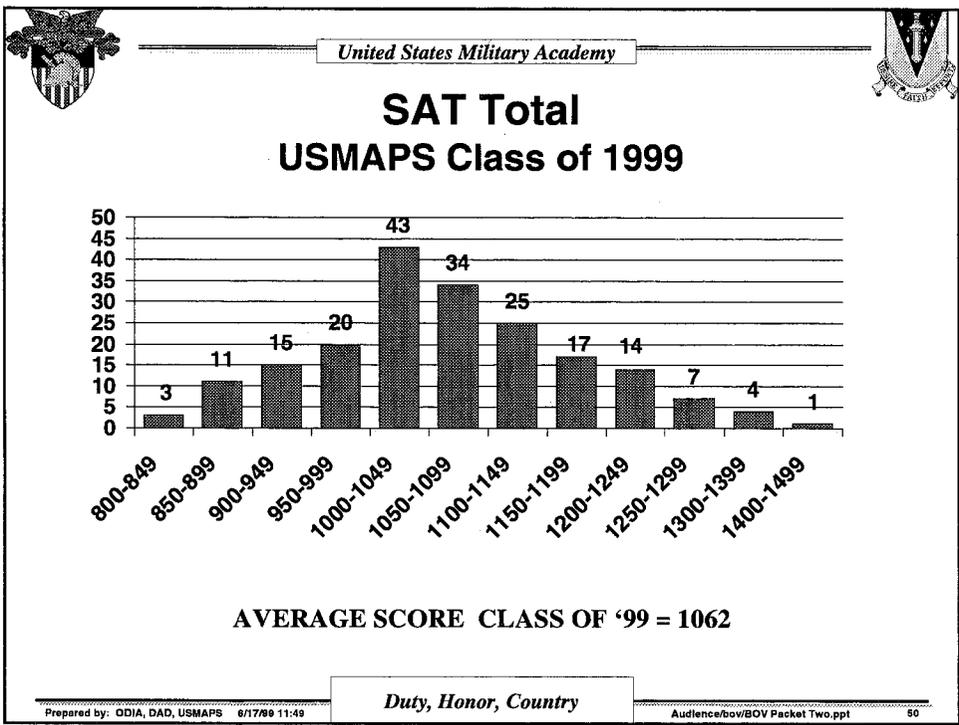
United States Military Academy

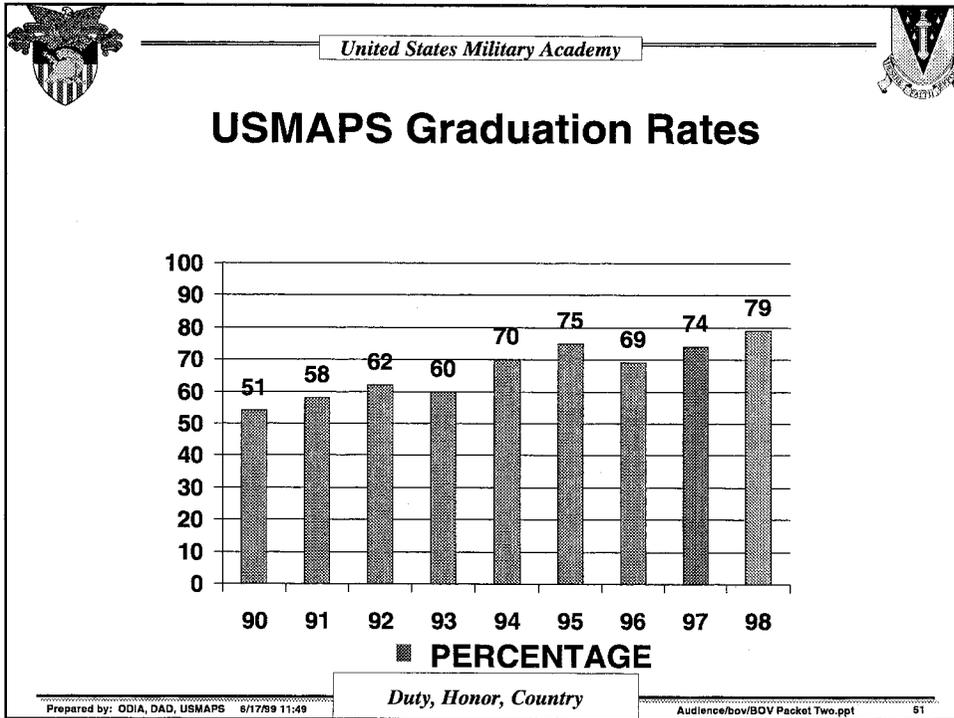
USMAPS Class Composition

CATEGORY		'97	'98	'99
COMPONENT:	RA	48% (108)	46% (107)	43% (106)
	IR	47% (106)	49% (114)	53% (130)
	NG/AR	5% (12)	5% (11)	4% (10)
GENDER:	MALE	90% (203)	87% (201)	84% (206)
	FEMALE	10% (23)	13% (31)	16% (40)
MINORITIES:	AFRICAN-AM	20% (45)	22% (52)	28% (69)
	HISPANIC	11% (24)	8% (19)	13% (32)
	OTHER	6% (13)	5% (11)	7% (17)
	TOTAL	37% (82)	35% (82)	48% (118)
RECRUITED ATHLETES:		25% (57)	25% (58)	24% (59)

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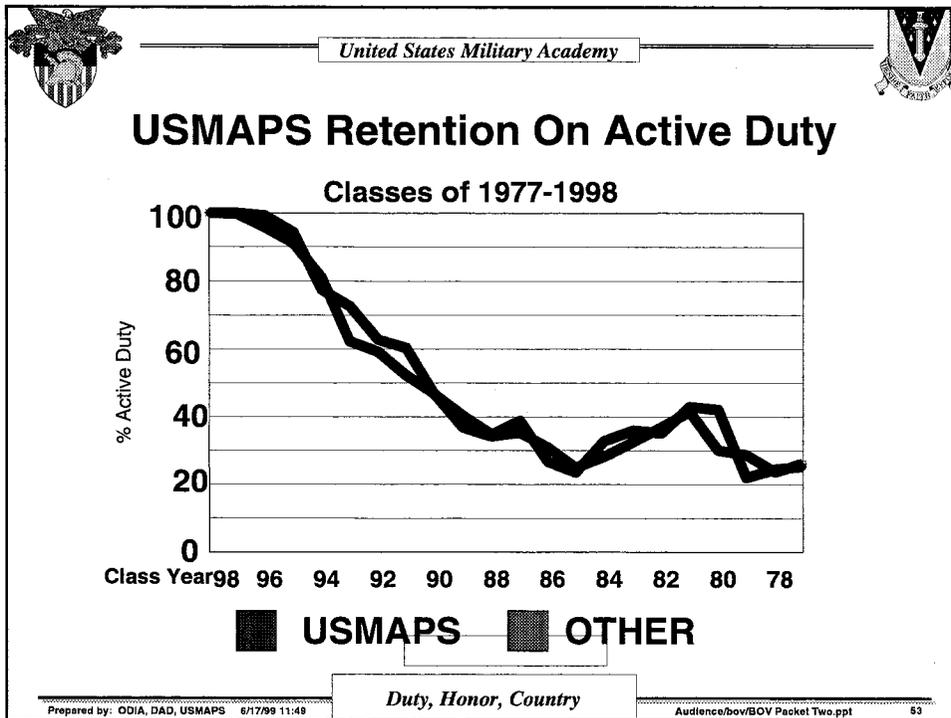
USMA Graduation Rates

CLASS	USMAPS	NON-USMAPS
1994	82.4%	77.9%
1995	83.7%	81.0%
1996	73.6%	78.5%
1997	80.6%	74.9%
1998	78.8%*	75.4%

**Does not include December Grads*

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- United States Military Academy
- ## USMAPS Success Story
- Officer retention rate higher than USMA class rate at all ranks
 - 13 First Captains
 - Astronauts/Rhodes Scholars/West Point Professors and Department Heads
 - Superintendent of USMA
 - Superintendent of USAFA
 - 68 General Officers
 - 3 Medal of Honor Winners
- Duty, Honor, Country
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Bottom Line

“I know what West Point expects and I am competent to deliver.”

“I am confident I will succeed and become a leader at USMA.”

“My career goal is to serve as an Army Officer and West Point is the path to my goal.”

EXECUTIVE SUMMARY: NAMING POLICY FOR FACILITIES AT USMA

1. Existing structures already named will not be renamed. For example, Michie Stadium will remain Michie, Washington Hall will always be named after our first president, and so on.

2. Existing structures in the main cadet area - defined as including The Plain from Trophy Point in the north to Mahan Hall in the south, Cullum Hall in the east to the Cadet Chapel in the west - which presently remain unnamed will only be named for graduates who have served their country with enormous distinction in war or peace. (In practice, this only includes three buildings - The Library, the Admissions Building, and Building 720.) These facilities will not be named on the basis of a financial contribution to the Military Academy.

3. Rooms, auditoriums, lecture halls, or conference rooms internal to these buildings may be named on behalf of a donor whose gift directly and significantly enhances cadet activities, program, or facilities supporting these activities/programs. In practice, such naming will be limited and will in all cases be offered on the basis of criteria respecting the dignity and reputation of the Military Academy. This procedure will adhere to all Army and USMA regulations on memorialization and recognition.

4. New buildings, wings, or annexes outside of the main cadet areas, as defined in paragraph 2 above, may be named on behalf of individual donors who contribute directly to the construction of the facility for cadet use. Further, interior naming opportunities in these completely privately financed cadet facilities may be undertaken extensively in order to maximize the investment in cadet programs supported by these facilities.

ENCLOSURE 3
APPENDIX IV

13 October 1998

MEMORANDUM THRU Tony Marchesani, Executive Assistant to the Garrison Commander

FOR SGS, ATTN: LTC Dubyel

SUBJECT: Impact Aid for the Local School District

1. The following information is provided concerning the topic of Impact Aid to the Highland Falls-Fort Montgomery School District:

a. Impact Aid (Title VIII of P.L. 103-382) reimburses 225 school districts for the loss of taxable land to the federal government. The payment is in lieu of the taxes that would normally be paid by the private landowner. The Highland Falls-Fort Montgomery Central School District depends heavily on the funding it receives under Section 3002 of the program. Congress appropriated \$24M in Section 3002 Impact Aid for FY98. Of this amount, the Highland Falls-Fort Montgomery Central School District received \$1.13M.

b. The FY99 appropriation bill, scheduled to be approved in October, is funding for the current school year. The goal for FY99 Impact Aid funding is shown in the table below. The Clinton Administration/Office of Management and Budget has proposed a total elimination of Section 3002 in FY99. The current House and Senate mark-ups appropriated \$28M to the program. Should the House and Senate version stand, Impact Aid to Highland Falls would be at least \$1.13M. The elimination of Impact Aid would have severe effects on operations within the local district and on the education of over 225 West Point high school students who currently attend O'Neill High School.

Section 3002 - Impact Aid Appropriation for FY99

FY98 Actual	President's FY99 Proposal	FY99 Requirement	House Mark Up	Senate Mark Up
\$24M	\$0	\$36.0m	\$28M	\$28M

c. Impact Aid is the only federal education program that is not forward funded. In other words, the FY99 appropriations bill that is being debated at this time is funding for textbooks, computers, electricity, and teachers for the current school year. The resolution calls for funds to be distributed to school districts no later than 45 days after the Labor HHS appropriations act for the fiscal year is completed.

d. The ideal solution to the Impact Aid situation is the inclusion of a permanent line item in the annual budget so that the district does not have to rely on House and/or Senate mark-ups.

2. The United States Military Academy continues to work with the local school officials, and the Assistant Secretary of the Army for Manpower and Reserve Affairs on seeking a more permanent solution to the Impact Aid Challenge. The FY99 appropriation on Impact Aid indicates the local school district should receive approximately \$1.13M for the 98-99 school year. This funding level will match the 97-98 level. Sustainment of this level of appropriation in the out years will ensure the local school district is able to meet its educational needs and provide for a more robust capital improvement program. In addition, Impact Aid (Title VIII of P.L. 103-382) program will come before Congress in 1999 for re-authorization. The re-authorization of this program must be approved in order to sustain future funding.


 ANTHONY G. BROWN
 Director of Community
 and Family Activities

ENCLOSURE 4
 APPENDIX IV

Information Paper

MADN-AAD

6 October 1998

SUBJECT: Assessment of Academic Program Goals

1. Since 1994, the Dean's faculty and staff have been implementing a comprehensive system for assessing the design, implementation, and outcomes of the Academic Program. This information paper summarizes the results of the assessments of three goals: historical perspective, understanding human behavior, and cultural perspective. Committees assessing the historical and human behavior goals completed one complete iteration of the Academic Program assessment model, including assessment of curriculum structure, program implementation, and goal achievement. The cultural perspective goal committee ceased its assessment efforts when their review of the core curriculum concluded that more program development was needed in order to ensure goal achievement. The faculty spent AY97-98 revising the core curriculum to enhance the cultural perspective goal; we will resume assessment during AY1998-99.

2. Methodology: Nine goal committees were established to assess curriculum design, implementation, and cadets' performance with regard to established learning models. Learning models for each of the nine goals are outlined in the Academic Program's strategic concept document, entitled, *Educating, Army Leaders for the 21st Century*. Additional information is annually collected from surveys of cadets and battalion commanders (employers) to determine their perceptions of goal accomplishment. The purpose of the First and Fourth Class surveys is to obtain comparative cross-sectional data on cadets and to monitor longitudinal trends. The purpose of the battalion commanders' survey is twofold. First, to identify how well the commanders believed graduates of the United States Military Academy performed, as lieutenants and captains, with respect to the stated goals of the academic, military, and physical education programs. Second, to identify the fit between the stated USMA program goals and Army needs.

3. Historical Perspective: The Committee tasked to assess the Academic Program's historical perspective goal concluded that the curriculum design supports the learning model-cadets receive a thorough grounding in historical knowledge, concepts, and analysis. Results from the 1998 cadet surveys indicated that 78 percent of the First Class and 75 percent of the Fourth Class felt confident in their ability to evaluate historical evidence and identify the assumptions of others' historical judgments. Interviews of battalion commanders revealed general consensus that West Point graduates have a strong sense of history; as lieutenants, captains, West Pointers are very strong in constructing historical vignettes and conducting historical analyses in various field applications.

ENCLOSURE 5
APPENDIX IV

4. Understanding Human Behavior: The Committee tasked to assess the Academic Program's understanding human behavior goal concluded that the curriculum is structured and implemented sufficiently well to ensure cadets and graduates achieve the goal. Cadets appear to have a stronger understanding of human behavior at the individual and societal levels than they do of behavior at the organizational level. Results from the 1998 cadet surveys found that 73 percent of the First Class and 67 percent of the Fourth Class were confident in their abilities to understand the complexities of human behavior and present sophisticated analyses of human behavior. Battalion commanders felt that lieutenants and captains who graduated from West Point understood how to motivate soldiers and are generally able to see the purpose of their units (platoon or company) within the context of the larger organization. However, some of the commanders felt that one key weakness of West Point graduates, on average, is their apparent inability to relate to soldiers under their command who are different from themselves in terms of culture and socioeconomic background. During follow-up interviews conducted in September 1998, another group of battalion commanders indicated that the difficulty our graduates have relating to soldier stems from a lack of experience dealing with soldiers' problems.

5. Cultural Perspective: The committee tasked to assess the Academic Program's cultural perspective goal concluded that the cultural content of the academic curriculum included perspectives from both American culture (pluralism) and foreign cultures (multiculturalism); however, the focus leaned toward the "American Experience". Cadets encounter foreign cultures primarily through their study of foreign language and world history. The committee recommended substantial adjustments to the core curriculum to enhance exposure to foreign cultures. These changes were implemented during AY97-98. Results from the 1998 cadet surveys found that 78 percent of the First Class and 72 percent of the Fourth Class were confident in their abilities to understand the world from a cultural perspective. Battalion commanders felt that West Point graduates had a solid understanding of relations among internationally diverse cultures, which enhanced their situational awareness.

6. Follow-on:

a. Historical Perspective: The goal committee recommends (a) the continued use of portfolios as an embedded assessment tool in the core history sequence, (b) the adoption of portfolios and various other assessment tools in core courses beyond history, where appropriate, to better assess cadet attainment of an historical perspective, and (c) the development of longitudinal assessments of the historical perspective goal beginning with new cadets and extending into the first years of officership.

b. Understanding Human Behavior: The goal committee recommends that (a) the *organizational* level be strengthened in the curriculum, (b) interdepartmental coordination be strengthened, (c) embedded assessments be improved, (d) the optimal mix of goals and levels of analysis be further studied, and (e) multiple systematic means and measures be developed to effectively gather data on what USMA graduates can do.

c. Cultural Perspective. The goal committee will review phase III (program implementation) and phase IV (outcomes assessment) during AY1998-99. Previously, the goal committee recommended the following changes to the curriculum to strengthen treatment of foreign cultures: (a) Retain the two history tracks (American and World) but teach American History from an international comparative perspective, (b) shift the content of the foreign language courses (LX203-204) to emphasize culture, learning the language through the cultural context, (c) modify the military leadership course (PL300) to address the impact of culture, foreign and domestic, on behavior, intergroup conflict, personality, leader effectiveness, and organizational environment, (d) introduce multiculturalism into the terrain analysis course (EV203) with a focus on religion, ethnicity, and migration, and (e) provide cadets with a culminating experience in multiculturalism in the international relations course (SS307), by emphasizing the cultural differences in political and economic decision-making.

Dr. Keith/6321

MADN-AAD

3 June 1998

MEMORANDUM THRU COL George B. Forsythe, Vice Dean for Education, United States Military Academy

FOR BG Fletcher Lamkin, Dean of the Academic Board, United States Military Academy

SUBJECT: Command Climate Survey Summary Report

1. Review of the command climate is summarized in the report that accompanies this memorandum. This report summarizes the survey administration process and results from an analysis of the survey data. Comparisons are drawn between 1997 and 1998. The eight findings are organized around the state of the command climate and the relationships among organizational climate variables.
2. If you have questions or need additional information, please contact me at x6321.

Enclosures



BRUCE KEITH
Assistant Dean for Academic Assessment
Associate Professor of Sociology

ENCLOSURE 6
APPENDIX IV

Managing the Command Climate

Office of the Dean
United States Military Academy

8 June 1998

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Managing the Command Climate

United States Military Academy, Office of the Dean

8 June 1998

Executive Summary

1. Rationale. The command climate survey is undertaken to examine the morale and organizational climate of all persons under the Dean's command. All faculty and staff affiliated with the 13 academic departments, the library, and the Dean's staff agency are asked for their perceptions of the organizational climate. Included among these items are questions on supervision, work autonomy, communication, teamwork, and respect for others as well as their level of work satisfaction, morale, and perceived organizational effectiveness. The purpose of the study is to gain knowledge of the organizational climate, monitor potentially problematic areas, and identify organizational factors associated with desirable outcomes.

2. Methodology. The instrument administered has been improved over the 1997 version, revised by both the Assessment Steering Committee and the Middle States Accreditation Self-Study Committee on Faculty. The instrument consists of 36 closed-ended questions measuring ten distinct dimensions of organizational climate and 17 additional closed-ended items tapping into faculty perceptions of issues regarding promotion, professional development, academic freedom, and leadership opportunities. Four other questions are left open-ended to solicit respondents' concerns. Seven remaining items reflect respondents' demographic attributes and are used to refine general interpretations of the analyses.

The Office of Institutional Research and Analysis administered the questionnaire in an effort to protect respondents' confidentiality and to ensure that all concerns were handled from a central point of contact. Requests for participation were sent to 745 respondents on 23 March 1998. Two follow-up letters yielded a total of 607 completed questionnaires and a final response rate of 82 percent.

3. Findings.

a. The state of the command climate.

(1) In comparison to last year, the command climate has generally improved or stayed the same, both overall and within departments.

(2) Female GS staff, as a group, are considerably less satisfied with nearly all dimensions of the organizational climate than faculty.

(3) Faculty, both military and civilian, are generally satisfied with the organizational climate.

(4) Civilian faculty are considerably less satisfied than their military counterparts in areas associated with respect for others, availability of leadership opportunities, and integration in the West Point community.

(5) Potential areas for change include enhanced efforts at communication and visibility by the Dean, reduction of taskings that are not directly related to the teaching mission of the academic program, continued efforts at the integration of civilian faculty and staff, better coordination with USCC, and a stronger focus on the academic program by the Superintendent.

b. Relationships among organizational climate variables.

(1) Organizational effectiveness is primarily an outcome of morale, work satisfaction, respect for others, and teamwork.

(2) Morale is an outcome of organizational effectiveness and teamwork.

(3) Work satisfaction is enhanced through organizational effectiveness, role clarity, communication, supervision, and teamwork.

Survey Administration Process

1. The command climate survey, initiated by BG Lamkin, Dean of the Academic Board, was first introduced publicly at the 1996 Seance of Professors. The survey's purpose remains unchanged from that of its original intent: to annually survey the organizational climate of the Dean's command, overall and for each of the academic departments and staff agencies. All faculty and staff affiliated with the 13 academic departments, the library, and the Dean's staff agency are asked to indicate their perceptions of the departmental organization. Of particular interest are various dimensions of the organizational climate, which include supervision, work autonomy, teamwork, communication, respect for others, role clarity, and support. Three key organizational outcomes include work satisfaction, morale, and organizational effectiveness. Analyses of the questionnaire items yield knowledge of the organizational climate, identify potentially problematic areas, and offer opportunities to effectively manage change.
2. The Assessment Steering Committee and personnel from the Office of Institutional Research and Analysis refined the instrument over the 1997 version (Tab A). The Middle States Accreditation Self-Study Committee on Faculty Issues (chaired by LTC Steve Ressler) added additional questions. The revised instrument consists of 36 closed-ended questions measuring ten distinct dimensions of the organizational climate (Tab B) and 17 additional closed-ended items tapping into faculty perceptions of issues regarding promotion, professional development, academic freedom, and leadership opportunities. Four other questions were left open-ended to solicit respondents' concerns. Seven remaining items reflect respondents' demographic attributes and are used in the analysis to refine interpretations of the data.
3. The Office of Institutional Research and Analysis, under the supervision of MAJ Dave Fralen, is assigned responsibility of survey administration to protect respondents' confidentiality and to ensure that all concerns were managed through a central point of contact. Requests for participation were sent to 745 respondents on 23 March 1998. Two follow-up letters were administered in order, resulting in 607 completed questionnaires and a final response rate of 82 percent (Tab C).
4. Overall findings suggest that the organizational climate is generally positive. The operational tempo is quite high; people work very hard and report general satisfaction with their supervision, the respect shown to others, their work autonomy, role clarity, teamwork, and organizational effectiveness. Faculty and staff, however, feel overworked and inadequately supported, both in terms of personnel and resources. The military/civilian divisions identified in the 1997 report are considerably less apparent this year. Instead, major demarcations exist between faculty and staff, with the latter reporting lower levels of organizational effectiveness, work satisfaction, morale, communication, respect for others, supervision, teamwork, and work autonomy. In addition, respondents indicate, through their open-ended comments, a desire throughout the command for increased communication and visibility by the Dean, reductions in their work overloads, improved efforts at civilian integration, and better coordination with USCC.

Methodology

1. A comparison of the sample to the population on selected demographic characteristics ensures that error attributable to the collection of data does not bias the findings. Discrepancies between the population characteristics and the sample are most pronounced in two areas: GS staff and females are under-represented while faculty and males are over-represented. Nineteen percent of all respondents omitted demographic information on at least one of the demographic categories and 64 percent of these refused to provide any demographic data. When those with missing demographic data are compared to others with complete information, the former are found to report significantly lower organizational climate scores in all dimensions at a level comparable that of female GS staff. Finally, when respondents with missing information in all demographic categories are assigned to female and GS staff categories, discrepancies between the population and sample are no longer present. Therefore, the loss of data due to missing data can be minimized (55 cases can be retained in the analyses) if respondents who intentionally omitted all demographic information are assumed to be female GS staff. These persons clearly represent a frustrated but vulnerable group who wish to voice their concerns but omit references that may identify them.

2. Items with a reverse polarity are recoded so that a high score represents a positive affirmation of the organizational climate dimension under investigation. Reliability tests reveal that items associated with nine of the eleven constructs maintain a high degree of internal consistency (see Table 1). Items associated with the role clarity and work autonomy variables are lower than desired, a finding generally consistent with that reported last year. Attention needs to be directed in the future toward an improvement of the items used to measure these two dimensions.

Findings

1. The state of the command climate.

a. In comparison to last year, the command climate has generally improved or stayed the same, both overall and within departments. Two types of observations are apparent from a perusal of Table 2. First, department and staff agency means are comparable to the scores obtained during 1996-97. While only a few of these means are significantly different at a probability level of .05, the general trends suggest an improvement over those reported during the preceding year. However, differences less than one-half point are not indicative of any statistical difference (because of the relatively small number of respondents in departments) and may not actually represent real differences. Second, departmental means are directly comparable to the overall mean for each dimension. Within each of the ten organizational climate dimensions, one or more departments or staff agencies are found to differ significantly from the overall mean. In a separate analysis (not shown) GS staff were removed and the means recalculated. No discernible pattern could be identified; some department means, once significant, were no longer statistically distinguishable from the overall mean while others became significantly different. These results are not shown here because of the increased likelihood individual respondents will be identified or held responsible for changes in particular outcomes. Nonetheless, departments and staff agencies seeking to improve areas of concern in their organizational climate are advised

to focus on all members of their organization, both staff and faculty, given the widespread differences between these two groups.

b. Female GS staff, as a group, are considerably less satisfied with nearly all dimensions of the organizational climate than faculty. Table 3 shows employee status to be significantly associated with perceptions of the organizational climate. The analysis of variance tests (F-tests) indicate that in all but two of the dimensions (role clarity and support) the group means among GS staff, civilian faculty, and military faculty are significantly different from one another. Closer examination of these differences by way of a post-hoc analysis reveals that GS staff are typically the most dissatisfied group (see Table 4). This finding remains intact even after respondents with missing demographic information are removed from the analysis.

c. Faculty, both military and civilian, are generally satisfied with the organizational climate. Civilian faculty hold perceptions of the organizational climate that are generally consonant with their military counterparts. In only two of the eight dimensions do civilian and military faculty perceptions differ significantly from one another (see Table 4). These differences are associated with perceived respect for others and work autonomy. In both instances, the views of civilian faculty coincide with those of GS staff. After removing the GS staff from the rest of the analyses presented in Table 3, few differences exist among persons of different demographic categories with respect to their perceptions of the organizational climate. The only exceptions include: junior faculty report significantly higher perceptions of respect for others than do their senior counterparts; West Point graduates report significantly higher perceptions of open communication patterns, teamwork, and work autonomy than their counterparts who are educated elsewhere.

d. Civilian faculty are considerably less satisfied than their military counterparts in areas associated with respect for others, availability of leadership opportunities, and integration in the West Point community. Findings from Table 4 reveal that civilian faculty report the appearance of less equitable treatment and respect from others than do their military counterparts. In addition, civilian faculty report less work autonomy than military faculty.

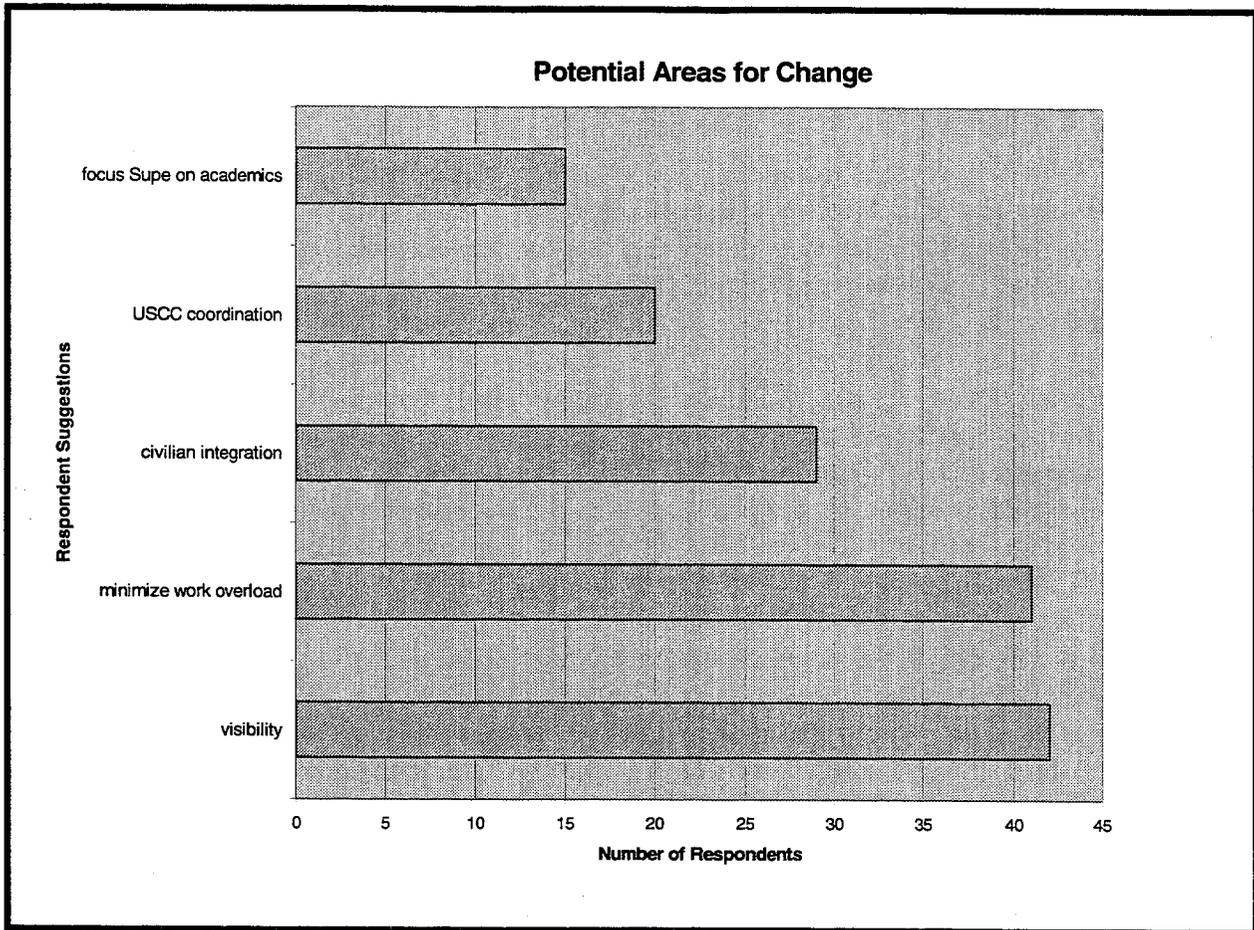
(1) The issue of civilian integration, found to be an area of concern last year, is explored in greater depth this year. Seventeen new questions are included on the 1998 instrument to examine issues underscoring academic promotion, scholarship, integration, and academic freedom. These results are presented in Table 5.

(2) Both civilian and military faculty feel that they generally lack adequate opportunities to fulfill their research expectations and report having insufficient time to conduct scholarly research. The two groups differ when it comes to definitions of what ought to be considered research; military faculty are more inclined than their civilian counterparts to believe outreach activities conducted in Army labs should be considered scholarship. Military faculty are also more likely to believe that only research with direct applications to the Army should be valued at West Point, although both groups are inclined to disagree with this statement.

(3) When it comes to the issue of integration, both civilian and military faculty feel integrated into their departments. However, military faculty are significantly more likely to report that they feel integrated into the overall Academic Program and the West Point community.

(4) While 77 percent of the civilian and 93 percent of the military faculty believe West Point protects their academic freedom, these differences vary significantly from one another. Moreover, while both groups generally do not feel that they have needed to censure research because of perceived threats to their economic security, civilian faculty report significantly greater concerns in this area.

(5) Potential areas for change include enhanced visibility by the Dean, reduction of taskings that are not directly related to the teaching mission of the Academic Program, continued efforts at the integration of civilian faculty and staff, better coordination with USCC, and a stronger vocal emphasis on the Academic Program by the Superintendent. Of the 607 respondents who returned questionnaires, 367 offered 441 suggestions to the question, "What could the Dean do to enhance the overall command climate?" The most common response is quite positive; many respondents feel that the command climate is strong and no change is necessary (45 responses). Another 20 respondents wrote "no comment" or indicated that they were not sure; both instances typically reflect positive perceptions. Six other areas received 15 or more comments: greater communication and visibility (42), minimize work overload, particularly in areas such as board washing (41), improve efforts to integrate civilians (29), improve coordination with USCC (20), various chain-of-command issues (19), and encourage the Superintendent to speak on the Academic Program (15). The chain-of-command issues represent both positive and negative comments and are therefore removed from further analysis. The five remaining categories are presented in the figure below, which represent areas of greatest concern to those serving within the Dean's command. The complete list of all respondents' comments are presented in Tab E.



2. Relationships among organizational climate variables.

a. In order to sort out the empirical relationship among the organizational climate variables, the three outcome variables are regressed separately on factors believed to be associated with them. Supervision, work autonomy, communication, respect for others, teamwork, support, and role clarity are believed to influence perceptions of organizational effectiveness, work satisfaction, and morale. In addition, given that faculty are generally found to hold higher perceptions of these indicators than staff, a dichotomous variable is entered into the equation to serve as both a control for such anticipated differences and as a potential interaction with selected climate dimensions (staff = 1, faculty = 2). The results of the regression analysis, presented in Table 6, are outlined as follows:

(1) Organizational effectiveness is primarily an outcome of morale, work satisfaction, respect for others, and teamwork. Morale is the most important indicator of organizational effectiveness, with work satisfaction a distant second. Teamwork and respect for others are virtually indistinguishable from one another in terms of their order of importance. Interaction effects between staff/faculty and the seven organizational climate variables were examined separately for each of the organizational outcomes. One interaction effect was found to be significant: staff are more likely than faculty to view the organization as being effective even when their perceptions of equitable respect are low. Faculty are inclined to link organizational effectiveness with their perceptions of equitable respect while staff tend to distinguish the two variables.

(2) Morale is an outcome of both organizational effectiveness and teamwork. When perceptions of these two variables are strong in a department, morale is likely to be enhanced.

(3) Work satisfaction is enhanced through organizational effectiveness, communication, role clarity, supervision, and teamwork. Of these variables, organizational effectiveness has the most pronounced effect on work satisfaction with communication and role clarity clustered together as a somewhat distant second.

b. Departments and staff agencies seeking to improve particular outcomes associated with their command climate may want to examine the factors associated with these outcomes, as discussed above. For example, a department with a lower-than-desired level of morale may want to improve organizational effectiveness and/or teamwork, the two factors primarily associated with morale. The relationship among significant organizational climate variables and the three outcome variables is depicted graphically below. Statements tied to each of these variables refer to the abbreviated questionnaire items used to measure the corresponding variables.

Organizational Effectiveness	Morale	Work Satisfaction
1. Morale <ul style="list-style-type: none"> ◆ departmental morale ◆ departmental teamwork 	1. Organizational Effectiveness <ul style="list-style-type: none"> ◆ quality of work ◆ chain-of-command ◆ effectiveness of department 	1. Organizational Effectiveness
2. Work Satisfaction <ul style="list-style-type: none"> ◆ satisfaction with work ◆ satisfaction with feedback ◆ satisfaction with chain-of-command ◆ satisfaction with input into decisions ◆ satisfaction with office space ◆ satisfaction with equipment ◆ satisfaction with technical support 	2. Teamwork	3. Communication <ul style="list-style-type: none"> ◆ input is encouraged ◆ can offer suggestions ◆ asked for my input
4. Teamwork <ul style="list-style-type: none"> ◆ personal responsibility ◆ trust among co-workers ◆ seek to attain high standards ◆ encouragement 		2. Role Clarity <ul style="list-style-type: none"> ◆ manage time on job ◆ understand job requirements ◆ changing expectations
5. Respect <ul style="list-style-type: none"> ◆ men/women equally respected ◆ faculty/staff equally respected ◆ civilian/military equally respected ◆ ethnic groups equally respected 		3. Supervision <ul style="list-style-type: none"> ◆ supervisor respects others ◆ contributions recognized ◆ supervisor is fair
		5. Teamwork

Open-ended responses to questionnaire items 38 and 39 were analyzed using a content analysis methodology in order to provide departments with summary information and to protect the confidentiality of respondents. Results from this analysis are presented in Tab F. The figure located in Tab F indicates the total number of open-ended responses submitted by members of a department/staff agency for items 38 (pro) and 39 (con). Positive responses are shown in black while suggestions offered for improvement are noted in white. All comments were placed in categories representing the command climate dimensions. The subsets of each of the climate dimensions used in the content analysis are also located in Tab F.

Command Climate Survey (Dean's Command)

Please do not submit this survey more than once.

INSTRUCTIONS: — Respond to a multiple choice question by pointing to the appropriate button and clicking the mouse.
 — Scroll through the questions just as you would a word processing document.
 — Answers are not recorded until you reach the end of the form and press the Submit button.

We first want to know about your perceptions of the command climate in your department/organization. Questions 1 through 24 ask you to indicate how strongly you agree or disagree with various aspects of the organizational climate. Choose the response on the 5 point scale that matches your level of agreement.

In my department/organization:	Strongly Agree	4	3	2	Strongly Disagree
	5				1
1. Input is encouraged so that organizational decisions are based on the best available knowledge.	<input type="radio"/>				
2. I feel free to give suggestions about improvements.	<input type="radio"/>				
3. I am asked for my input on organizational decisions that may affect me.	<input type="radio"/>				
4. I have a say in determining which tasks will be assigned to me.	<input type="radio"/>				
5. Members encourage one another to participate in the affairs of the organization.	<input type="radio"/>				
6. I feel personally responsible for the success of the organization.	<input type="radio"/>				
7. My co-workers trust one another.	<input type="radio"/>				
8. My co-workers encourage one another to set and maintain high standards.	<input type="radio"/>				

In my department/organization:	Strongly Agree		>>>		Strongly Disagree	
	5	4	3	2	1	
9. My supervisor treats me with respect.	<input type="radio"/>					
10. My contributions are recognized through the chain-of-command.	<input type="radio"/>					
11. My supervisor treats people in a fair and equitable manner.	<input type="radio"/>					
12. I am able to decide the work methods and procedures needed to complete my tasks.	<input type="radio"/>					
13. I am routinely denied an opportunity to use my initiative in the completion of tasks.	<input type="radio"/>					
14. I am generally able to decide for myself how to accomplish a task.	<input type="radio"/>					
15. Men and women are treated with equal respect.	<input type="radio"/>					
16. All personnel, regardless of rank, are treated with equal respect.	<input type="radio"/>					

In my department/organization:	Strongly Agree		>>>		Strongly Disagree	
	5	4	3	2	1	
17. Civilians and military personnel are treated with equal respect.	<input type="radio"/>					
18. People of different races and ethnic groups are treated with equal respect.	<input type="radio"/>					
19. I receive taskings without adequate support.	<input type="radio"/>					
20. I receive taskings without adequate resources.	<input type="radio"/>					
21. Additional duties routinely interfere with my primary job responsibilities.	<input type="radio"/>					
22. I receive adequate information to properly manage my time on the job.	<input type="radio"/>					
23. I understand the responsibilities of my job.	<input type="radio"/>					
24. Expectations of me change so frequently that I am often uncertain of my job requirements.	<input type="radio"/>					

Questions 25 through 31 ask you to indicate your satisfaction with various aspects of the climate in your department/organization.

Please indicate how satisfied you are with the following aspects of your job.

	Very Satisfied		>>>	Very Dissatisfied	
	5	4	3	2	1
25. The work you do in your organization.	<input type="radio"/>				
26. The amount of feedback you receive on your job performance.	<input type="radio"/>				
27. The present chain-of-command in your organization.	<input type="radio"/>				
28. Your input into decisions that are made in your organization.	<input type="radio"/>				
29. Your office space and working environment.	<input type="radio"/>				
30. Equipment available to do your job.	<input type="radio"/>				
31. The technical and computer support.	<input type="radio"/>				

Questions 32 through 36 ask you to rate your department/organization with regard to the following issues.

Please rate your organization.

	Excellent		>>>	Poor	
	5	4	3	2	1
32. The quality of work in my organization is:	<input type="radio"/>				
33. The chain-of-command in my organization is:	<input type="radio"/>				
34. The effectiveness of my organization is:	<input type="radio"/>				
35. The morale in my organization is:	<input type="radio"/>				
36. The teamwork in my organization is:	<input type="radio"/>				

Questions 37 through 49 are intended for members of the academic faculty. They ask you to rate your perceptions of faculty issues with regard to academic promotion, professional development, academic freedom, and leadership opportunities. If you do not hold an academic rank, please skip forward to Question 50.

	Strongly Agree			Strongly Disagree
	5	4	3	2
37. I understand the academic promotion process at the USMA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. To achieve an academic promotion, USMA faculty are expected to demonstrate excellence across the domains of teaching, scholarship, service, cadet development, and junior faculty development. I believe these expectations are realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I understand what I need to do in order to achieve excellence in the domain of:				
a. teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. cadet development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. junior faculty development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree			Strongly Disagree
	5	4	3	2
40. I feel integrated within my academic department at the USMA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I feel integrated within the overall academic environment at the USMA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I feel integrated within the West Point community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I have adequate opportunities to fulfill all research expectations required of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I have sufficient time to conduct scholarly research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Only research with direct relevance to the Army should be valued at West Point.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Outreach activities done in Army labs should be considered the equivalent of scholarly research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Policies that prevent civilian faculty from serving in senior leadership positions will adversely affect the retention of civilian faculty at the USMA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the questions 48 and 49 with either a yes or no response.

48. Have you censored your research or lesson plans because of real or perceived threats to your economic security? Yes No

49. The Faculty Council approved the following statement regarding academic freedom: the freedom to research and to publish the results of research, the freedom to discuss subjects within the classroom that are within the purview of faculty members' expertise, and the freedom to speak or write as a citizen of the United States.

West Point protects my academic freedom, as defined by the aforementioned statement. Yes No

Continue here

Please take a moment to address the following open-ended questions. Answer by clicking in the empty box and typing your comment.

50. What do you like best about the work climate in your organization?

51. What do you like least about the work climate in your organization?

52. What changes could be made to enhance morale in your organization?

53. The Dean is interested in improving the command climate. What could the Dean do to enhance the overall command climate?

Finally, we have a few questions about yourself.

54. Please select the number that corresponds to your organization.

- | | |
|---|---|
| <input type="radio"/> BS&L | <input type="radio"/> Law |
| <input type="radio"/> Chemistry | <input type="radio"/> Mathematical Sciences |
| <input type="radio"/> Civil & Mechanical Engineering | <input type="radio"/> Physics |
| <input type="radio"/> Electrical Engineering & Computer Science | <input type="radio"/> Social Sciences |
| <input type="radio"/> English | <input type="radio"/> Systems Engineering |
| <input type="radio"/> Foreign Languages | <input type="radio"/> Dean's Staff (AAD, ARD, CEP, CTE, IETD, ORD, PRD) |
| <input type="radio"/> Geography & Environmental Engineering | <input type="radio"/> Library |
| <input type="radio"/> History | |

55. To which group do you belong?

- | | |
|--|-------------------------------------|
| <input type="radio"/> WG through GS5 | <input type="radio"/> E1 through E9 |
| <input type="radio"/> GS6 through GS8 | <input type="radio"/> O1 through O4 |
| <input type="radio"/> GS9 and above | <input type="radio"/> O5 and O6 |
| <input type="radio"/> Civilian Faculty | |

56. If you are a military officer, which of the following statuses represent your current USMA affiliation?

- | | |
|---|---|
| <input type="radio"/> Rotating Faculty - 1st tour | <input type="radio"/> Staff Officer |
| <input type="radio"/> Rotating Faculty - 2nd tour | <input type="radio"/> Not Applicable - not a military officer |
| <input type="radio"/> Academy Professor | |

57. What is your current academic rank?

- | | |
|---|---|
| <input type="radio"/> Instructor | <input type="radio"/> Professor |
| <input type="radio"/> Assistant Professor | <input type="radio"/> PUSMA |
| <input type="radio"/> Associate Professor | <input type="radio"/> Not Applicable - do not hold academic rank. |

58. What is your sex?

- | | |
|----------------------------|------------------------------|
| <input type="radio"/> Male | <input type="radio"/> Female |
|----------------------------|------------------------------|

59. What is your race/ethnicity?

- | | |
|--------------------------------|--|
| <input type="radio"/> White | <input type="radio"/> Black/African American |
| <input type="radio"/> Hispanic | <input type="radio"/> Other |

60. Are you a graduate of West Point?

- | | |
|---------------------------|--------------------------|
| <input type="radio"/> Yes | <input type="radio"/> No |
|---------------------------|--------------------------|

Press here to review your answers

Press this button

If you have additional comments send Exchange mail to: *Dr. Bruce Keith (AAD), Assistant Dean for Academic Assessment, USMA*

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Command Climate Survey Dimensions by Questionnaire Items - 1998

Organizational Communication

- Input is encouraged so that organizational decisions are based on the best available knowledge. (Q1)
- I feel free to give suggestions about improvements. (Q2)
- I am asked for my input on organizational decisions that may affect me. (Q3)

Teamwork

- Members encourage one another to participate in the affairs of the organization. (Q5)
- I feel personally responsible for the success of the organization. (Q6)
- My co-workers trust one another. (Q7)
- My co-workers encourage one another to set and maintain high standards. (Q8)

Supervision

- My supervisor treats me with respect. (Q9)
- My contributions are recognized through the chain-of-command. (Q10)
- My supervisor treats people in an fair and equitable manner. (Q11)

Work Autonomy

- I am able to decide the work methods and procedures needed to complete my tasks. (Q12)
- I am routinely denied an opportunity to use my initiative in the completion of tasks. (Q13)
- I am generally able to decide for myself how to accomplish a task. (Q14)
- I have a say in determining which tasks will be assigned to me. (Q4)

Respect for Others

- Men and women are treated with equal respect. (Q15)
- Faculty and staff are treated with equal respect. (Q16)
- Civilians and military personnel are treated with equal respect. (Q17)
- People of different races and ethnic groups are treated with equal respect. (Q18)

Organizational Support

I receive taskings without adequate support. (Q19)

I receive taskings without adequate resources. (Q20)

Role Clarity

I receive adequate information to properly manage my time on the job. (Q22)

I understand the responsibilities of my job. (Q23)

Expectations of me change so frequently that I am uncertain of my job requirements. (Q24)

Work Satisfaction

The work you do in your department or agency. (Q25)

The amount of feedback you receive on your job performance. (Q26)

The present chain-of-command in your department or agency. (Q27)

Your input into decisions that are made in your department or staff agency. (Q28)

Your office space and physical environment (Q29)

Equipment available to do your job. (Q30)

Technical and computer support. (Q31)

Perceived Organizational Effectiveness

The quality of work in my department/agency is: (Q32)

The chain-of-command in my department/agency is: (Q33)

The effectiveness of my department/agency is: (Q34)

Perceived Morale in Organization

The morale in my department/agency is: (Q35)

The teamwork in my department/agency is: (Q36)

From: SUPT Information OPA
Sent: Monday, March 23, 1998 12:57 PM
To: SUPT Information OPA
Subject: Command Climate Survey

Office of the Dean
United States Military Academy
West Point, NY 10996

23 March 1998

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Survey of the Command Climate

1. For the second consecutive year, I am administering the command climate survey in order to monitor the satisfaction and morale of all faculty and staff in the Office of the Dean. Department Heads and I will use the results to ensure that our organizations are operating in an effective, inclusive manner.
2. I am requesting that all faculty and staff, with the exception of Department Heads and myself, complete the command climate questionnaire. I ask that you take the time to answer each question in an honest and thoughtful manner. Your sincere response will ensure a meaningful interpretation of the command climate.
3. Please answer the questions with the department as the focal point and the Department Head as the leader. Library staff should use the library as a point of reference with the Librarian as the leader. Staff members primarily affiliated with academic support agencies (e.g., AAD, ARD, CEP, CTE, IETD, ORD, PRD) should refer to the Office of the Dean as the focal point, with me as the organizational leader.
4. Please complete and return this questionnaire as soon as possible; your input is essential. You may be assured of complete confidentiality. No attempt will be made to trace personal identities to their responses. Results will be aggregated by department and the Dean's staff with procedures employed to ensure that no individual identities could be discerned from the reported outcomes. Demographic breakdowns will only be used in instances where there are ten or more respondents from a particular category.
5. The point of contact for this survey is MAJ Dave Frazer. Please contact him at 934-2305 or via MS-Mail if you have any questions or concerns about this survey.

To begin, click on the highlighted text below. If the survey fails to start, manually enter the location into your web browser (usually Netscape Navigator).

<http://www-intel.usma.edu/OPA/TRA.B/Surveys/CmdClimate/DEAN.htm>

Encl: Command Climate Questionnaire

fsf
Fletcher M. Lanekin, Jr.
Brigadier General, U. S. Army
Dean of the Academic Board

From: SUPT Information OPA
Sent: Monday, March 30, 1998 10:14 AM
To: SUPT Information OPA
Subject: Command Climate Survey Follow-up

Office of the Dean
United States Military Academy
West Point, NY 10996

30 March 1998

MEMORANDUM FOR STAFF & FACULTY

SUBJECT: Follow-up letter to the Command Climate Survey

1. Last week, a letter was sent to you, with an attached URL link, seeking your opinion about the state of the Dean's command climate. This issue is very important to me. I want to insure that the command climate within our departments and staff agencies provides each staff member with an environment that is positive and conducive to the completion of our work.
2. I am encouraged by the response rate we have received to date. The large number of responses suggest that many of you are taking this task quite seriously. Nonetheless, we have received fewer responses than are necessary to generalize the results to the overall command climate. Although completion of the instrument is entirely voluntary, given the importance of this study in shaping our impression of the state of work climate under my command, I want to request that you take it quite seriously. If you have not already done so, please take the time to complete the questionnaire and submit it to the Staff or the Institutional Research and Analysis Branch of OPA(OPA/IRA).
3. Several individuals have contacted MAJ Fralen at OPA/IRA to express concerns about the confidentiality of the responses and the manner in which the results will be used. Let me reassure you that no results will be released that, in any way, allow for the identification of individual respondents. Neither department heads nor myself will receive any of the demographic information that is requested on the survey.
4. Please answer the questions with the department as the focal point and the Department Head as the leader. Library staff should use the library as a point of reference with the Librarian as the leader. Staff members primarily affiliated with academic support agencies (e.g., AAD, ARD, CEP, CIE, IETD, ORD, PRD) should refer to the Office of the Dean as the focal point, with me as the organizational leader. Your responses should be directed toward your primary appointment.
5. The POC for this study is MAJ Dave Fralen. If you have any concerns regarding the instrument or the way in which results will be presented, please contact him at 938-2805 or via e-mail.

[Click here to begin the survey.](#)

<http://www-internal.usma.edu/OPA/IRAB/Surveys/CmdClimateDEAN.htm>

/s/
Fletcher M. Lanekin, Jr.
Brigadier General, U. S. Army
Dean of the Academic Board

From: SUPT Information OPA
Sent: Monday, April 06, 1998 2:04 PM
To: SUPT Information OPA
Subject: Third Request for Participation

MEMORANDUM FOR STAFF & FACULTY

6 April 1998

SUBJECT: Third Request for Participation in the Command Climate Survey

1. Last week, I sent a follow-up message to encourage response to the Command Climate Survey. Those of you who have already completed the questionnaire, thank you for your cooperation. Those who have not yet responded, please complete the questionnaire and submit it to Institutional Research & Analysis (IRA) as soon as possible. The results are of particular importance to me and will be to us all if they show need for improvement in our departments or in our overall program. Past experience suggests that those who do not return questionnaires may hold much different perceptions of organizational climate than those who do. Consequently, I am forwarding this third request to all Academic faculty and staff to encourage the participation of those who have not responded. Your voluntary input is necessary to make an accurate assessment of the work climate under my command.

2. I have been informed by IRA that response rates to the Command Climate Survey vary widely across departments. Participation in some departments currently exceeds 50%, while in others less than 50% have completed questionnaires. This uneven return threatens the validity of survey results. Assessment of the climate within departments is uncertain and possibly inaccurate without representation of all views. When results from some departments are unrepresentative, generalization across departments may be misleading.

3. Let me again reassure you that no results will be released that in any way allow identification of individual respondents. The demographic data will be used at the departmental and Dean's levels to examine comparative views of command climate among categories of individuals where the number of cases in each category is large. Under no circumstances will department heads or I be provided demographic information associated with individual or small group responses.

4. POC remains MAJ Dave Frazer, IRA, 2303.

To begin the survey, click on the highlighted text below. If the survey fails to start, please manually enter the location into your web browser (usually Netscape Navigator).

<http://www-internal.usma.edu/OPA/IRAS/Surveys/CmdClimateDEAN.htm>

Isf
Fletcher M. Lamkin, Jr.
Brigadier General, U. S. Army
Dean of the Academic Board

Table 1: Means, Standard Deviations, and Reliability Tests for Selected Constructs

<i>Variables</i>	<i>Number of Cases</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Cronbach's Alpha</i>	<i>Number of Items in Scale</i>
Organizational Effectiveness (ORGLEFF)	606	4.31	0.70	.85	3
Work Satisfaction (WORKSAT)	605	4.02	0.72	.82	7
Morale (MORALE)	607	3.99	0.96	.88	2
Respect for Others (RESPECT)	599	4.37	0.82	.89	4
Organizational Communication (ORGLCOMM)	605	4.03	0.93	.87	3
Organizational Teamwork (TEAMWORK)	603	4.05	0.84	.84	4
Role Clarity (ROLECLAR)	602	4.26	0.68	.70	3
Organizational Support (SUPPORT)	599	3.80	1.07	.90	2
Supervision (SUPRVSN)	605	4.35	0.84	.84	3
Work Autonomy (WORKAUT)	605	4.21	0.73	.74	4

Table 2: Means for Organizational Climate Indicators by Department/Staff Agency

Department/Staff Agency	Organizational Outcomes			Organizational Climate Variables							
	O R G L E F F	W O R K S A T I	M O R A L E T A R T	O R G L C O M M	R E S P O N S	R O L E C L A R	S U P P O R T	S U P P O R T	T E A M W O R K	T E A M W O R K	W O R K L I F E
Overall Command											
1998 (607)	4.31	4.02	3.99	4.03	4.37	4.26	3.80	4.35	4.05	4.21	
1997 (609)	4.25	3.92	3.89	3.97	4.29	4.23	3.79	4.32	3.97	4.37	
BS&L											
1998 (42)	4.15	3.92	3.60*	3.94	3.94*	4.23	3.77	4.28	3.60*	4.10	
1997 (42)	4.01	3.99	3.04	3.93	3.55	4.08	3.45	4.27	2.96	4.15	
CHEMISTRY											
1998 (25)	4.12	3.89	3.68	3.97	4.26	4.16	3.66	4.35	3.86	4.16	
1997 (30)	3.90	3.52	3.33	3.59	3.95	4.11	3.73	4.17	3.67	4.32	
C&ME											
1998 (42)	4.17	3.89	3.65*	3.91	4.27	4.16	3.90	4.20	3.89	4.14	
1997 (40)	4.20	3.84	3.64	3.81	4.30	4.03	3.51	4.22	3.85	4.28	
EE&CS											
1998 (47)	4.20	3.89	3.85	4.02	4.43	3.91*	3.42*	4.21	3.92	4.05	
1997 (45)	4.10	3.74	3.87	3.93	4.32	3.97	3.26	4.30	4.16	4.31	
ENGLISH											
1998 (43)	4.33	4.16	4.29*	3.87	4.58	4.50*	4.19*	4.52	4.23	4.08	
1997 (41)	4.67	4.42	4.62	4.48	4.84	4.75	4.36	4.80	4.61	4.68	
DFL											
1998 (34)	4.34	4.19	4.18	4.16	4.49	4.18	3.75	4.44	4.15	4.28	
1997 (34)	4.40	4.10	4.00	4.23	4.46	4.13	3.71	4.62	3.91	4.53	
G&EnE											
1998 (35)	4.69*	4.40*	4.54*	4.37*	4.63	4.47	4.07	4.71*	4.46*	4.64*	
1997 (35)	4.62	4.30	4.53	4.32	4.67	4.49	4.01	4.55	4.56	4.70	
HISTORY											
1998 (44)	4.55*	4.11	4.27*	4.17	4.67*	4.33	3.74	4.43	4.40*	4.27	
1997 (43)	4.57	4.10	4.40	4.29	4.63	4.37	4.08	4.41	4.45	4.56	
LAW											
1998 (14)	4.31	3.97	3.99	3.91	4.66	4.38	3.61	4.29	3.91	4.30	
1997 (18)	4.20	3.85	3.97	4.07	4.68	4.20	3.62	4.33	4.17	4.42	
MATHEMATICS											
1998 (69)	4.27	3.79*	4.08	3.98	4.36	4.17	3.57	4.47	4.00	4.25	
1997 (66)	4.07	3.77	4.00	3.96	4.32	4.11	3.64	4.45	3.95	4.27	
PHYSICS											
1998 (31)	4.28	4.00	4.07	4.09	4.48	4.44	3.77	4.39	4.29	4.17	
1997 (28)	4.35	3.94	4.23	3.96	4.44	4.36	3.86	4.43	4.68	4.18	
SOCIAL SCIENCES											
1998 (51)	4.57*	4.29*	4.14	4.49*	4.57	4.41	3.94	4.50	4.40*	4.50*	
1997 (56)	4.58	4.17	4.31	4.32	4.60	4.39	4.19	4.29	4.43	4.61	
DSE											
1998 (39)	4.53*	4.23	4.37*	4.21	4.49	4.42	4.08	4.40	4.28	4.27	
1997 (36)	4.46	4.10	4.03	4.00	4.50	4.46	4.29	4.49	4.22	4.61	
DEAN											
1998 (57)	4.30	4.02	3.96	3.99	4.11*	4.22	3.93	4.33	3.96	4.21	
1997 (57)	4.09	3.68	3.47	3.77	3.82	4.08	3.84	4.03	3.44	4.08	
LIBRARY											
1998 (34)	3.79*	3.48*	2.97*	3.18*	3.77*	4.01*	3.53	3.68*	3.13*	3.69*	
1997 (38)	3.58	3.28	2.87	2.77	3.51	3.99	3.29	3.59	2.77	3.95	

The number of respondents for each department/staff agency are listed in parentheses.

* Statistical probability < .05 between mean of department/staff agency and overall mean.
Mean scores, which are in bold type, indicate a significant difference at $p < .05$ between 1997 and 1998.

Table 3: Means and F-Tests for Selected Demographic Characteristics^a

Variables	Organizational Outcomes			Organizational Climate Variables						
	<i>O</i>	<i>W</i>	<i>M</i>	<i>O</i>	<i>R</i>	<i>R</i>	<i>S</i>	<i>S</i>	<i>T</i>	<i>W</i>
	<i>R</i>	<i>O</i>	<i>O</i>	<i>R</i>	<i>E</i>	<i>O</i>	<i>U</i>	<i>U</i>	<i>E</i>	<i>O</i>
	<i>G</i>	<i>R</i>	<i>R</i>	<i>G</i>	<i>S</i>	<i>L</i>	<i>P</i>	<i>P</i>	<i>A</i>	<i>R</i>
	<i>L</i>	<i>K</i>	<i>A</i>	<i>L</i>	<i>P</i>	<i>E</i>	<i>P</i>	<i>R</i>	<i>M</i>	<i>K</i>
	<i>E</i>	<i>S</i>	<i>L</i>	<i>C</i>	<i>E</i>	<i>C</i>	<i>O</i>	<i>V</i>	<i>W</i>	<i>A</i>
	<i>F</i>	<i>A</i>	<i>E</i>	<i>O</i>	<i>C</i>	<i>L</i>	<i>R</i>	<i>S</i>	<i>O</i>	<i>U</i>
	<i>F</i>	<i>T</i>		<i>M</i>	<i>T</i>	<i>A</i>	<i>T</i>	<i>N</i>	<i>R</i>	<i>T</i>
				<i>M</i>		<i>R</i>			<i>K</i>	<i>N</i>
Employee Status										
Civilian – GS	4.12	3.85	3.51	3.67	4.02	4.15	3.67	4.04	3.53	4.92
Civilian Faculty	4.26	3.97	4.20	3.97	4.21	4.14	3.82	4.09	4.43	4.09
Military	4.38	4.09	4.12	4.17	4.51	4.31	3.84	4.33	4.38	4.33
F-test	7.2*	5.7*	23.9*	15.6*	20.1*	ns	ns	13.1*	36.7*	17.4*
Sex of Respondent										
Female	4.27	4.01	4.07	3.97	4.16	4.11	3.88	4.36	4.08	4.13
Male	4.38	4.08	4.14	4.16	4.52	4.32	3.83	4.46	4.21	4.32
F-test	ns	ns	ns	ns	13.4*	ns	ns	ns	ns	ns
Ethnic Minority Status										
Minority	4.34	4.26	4.06	4.23	4.34	4.47	4.10	4.44	4.17	4.22
Non-minority	4.35	4.05	4.05	4.08	4.41	4.27	3.84	4.40	4.09	4.26
F-test	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Academic Rank										
Junior Faculty	4.38	4.06	4.13	4.12	4.50	4.32	3.85	4.45	4.18	4.30
Senior Faculty	4.30	4.05	3.97	4.05	4.22	4.17	3.79	4.29	4.03	4.21
F-test	ns	ns	ns	ns	12.1*	ns	ns	ns	ns	ns
West Point Graduate										
WP Graduate	4.36	4.06	4.09	4.23	4.47	4.32	3.79	4.47	4.21	4.40
Non-WP Graduate	4.32	4.04	3.99	3.97	4.33	4.25	3.85	4.32	3.99	4.16
F-test	ns	ns	ns	11.9*	ns	ns	ns	ns	9.62*	16.4*

^a Comparisons based only on faculty except for employee status.
 Statistical probability (p) < .01; ns = no statistically significant difference at p < .01

Table 4: Post-Hoc ANOVA Comparisons by Category of Staff

	<i>Organizational Outcomes</i>			Organizational Climate Variables						
	<i>O</i>	<i>W</i>	<i>M</i>	<i>O</i>	<i>R</i>	<i>R</i>	<i>S</i>	<i>S</i>	<i>T</i>	<i>W</i>
<i>Category of Staff</i>	<i>R</i>	<i>O</i>	<i>O</i>	<i>R</i>	<i>E</i>	<i>O</i>	<i>U</i>	<i>U</i>	<i>E</i>	<i>O</i>
	<i>G</i>	<i>R</i>	<i>R</i>	<i>G</i>	<i>S</i>	<i>L</i>	<i>P</i>	<i>P</i>	<i>A</i>	<i>R</i>
	<i>L</i>	<i>K</i>	<i>A</i>	<i>L</i>	<i>P</i>	<i>E</i>	<i>P</i>	<i>R</i>	<i>M</i>	<i>K</i>
	<i>E</i>	<i>S</i>	<i>L</i>	<i>C</i>	<i>E</i>	<i>C</i>	<i>O</i>	<i>V</i>	<i>W</i>	<i>A</i>
	<i>F</i>	<i>A</i>	<i>E</i>	<i>O</i>	<i>C</i>	<i>L</i>	<i>R</i>	<i>S</i>	<i>O</i>	<i>U</i>
	<i>F</i>	<i>T</i>		<i>M</i>	<i>T</i>	<i>A</i>	<i>T</i>	<i>N</i>	<i>R</i>	<i>T</i>
				<i>M</i>		<i>R</i>			<i>K</i>	<i>N</i>
GS Staff	*	*	*	*	*			*	*	*
Civilian Faculty						*				*
Military Staff/Faculty										

* Indicates statistically significant difference from military staff/faculty (p < .01)

Table 5: Civilian integration and discontent

<i>Category</i>	<i>Question stem</i>	<i>Civilian Faculty</i>	<i>Military Faculty</i>	<i>t-test</i>
Leadership opportunities	The lack of leadership positions will adversely affect retention of civilian faculty	2.72	4.08	8.84*
Academic promotion	I understand the academic promotion process	3.45	3.39	ns
	Academic promotion expectations are realistic	3.14	3.69	3.59*
	I understand expectations in the domain of teaching	4.27	4.20	ns
	I understand expectations in the domain of scholarship	3.70	3.72	ns
	I understand expectations in the domain of service	3.67	3.87	ns
	I understand expectations in the domain of cadet development	3.77	3.95	ns
	I understand expectations in the domain of junior faculty development	3.60	3.69	ns
	Integration	I feel integrated in my department/staff agency	4.09	4.30
I feel integrated in the overall academic environment		3.42	3.86	3.16*
I feel integrated in the West Point community		3.03	3.84	5.72*
Scholarship	I have adequate opportunities to fulfill research expectations	2.75	2.93	ns
	I have sufficient time to conduct scholarly research	2.28	2.32	ns
	Outreach activities done in Army labs is the equivalent to scholarship	3.33	3.86	3.89*
	Only research with direct applications to the Army should be valued at West Point	1.39	2.04	4.43*
Academic freedom	West Point protects my academic freedom	1.23	1.07	4.07*
	I have censored my research because of perceived threats to my economic security	1.86	1.96	3.29*

* Statistical probability < .01 between civilian and military faculty means.
 The number of respondents is 378, 80 civilian and 298 military faculty.

Table 6: OLS Regression Analysis of Perceived Organizational Effectiveness on Selected Factors

<i>Category</i>	<i>Variables</i>	<i>Morale</i>	<i>Work Satisfaction</i>	<i>Organizational Effectiveness</i>
Control Variable	Faculty (staff=1, faculty=2)	.057	-.058	-.083
Organizational Climate Variables	Communication	-.037	.183*	.088
	Organizational Support	.066	.077	-.012
	Respect for Others	.082	-.054	.144*
	Role Clarity	.056	.176*	.047
	Supervision	.082	.134*	.050
	Work Autonomy	.028	.082	-.005
	Teamwork	.319*	.111*	.151*
Organizational Climate Outcomes	Work Satisfaction	.044		.225*
	Morale		.050	.329*
	Organizational Effectiveness	.344*	.264*	
Interaction Effects	Faculty*Respect			.450*
	Adjusted R ²	.70*	.66*	.72*

* Statistical probability (p) < .01
 The number of cases is 575.

Content analysis of responses to question 53 of the 1998 Command Climate Survey
from all departments/agencies.

Q53. The Dean is interested in improving the command climate within his scope of responsibility. What could the Dean do to enhance the overall command climate?

01. Increase visibility
 011. Provide direct and frequent communication with faculty/staff to periodically update them on his recent initiatives and outcomes of past ones.
 012. Visit staff/faculty in departments
 013. Visit faculty in classrooms
 014. Make himself more accessible to the faculty/staff
 015. Offer Briefing Slides as Read Ahead packet
 016. Articulate Vision
02. Improve academic environment for faculty/staff
 021. Provide continuous opportunities for faculty/staff development
 022. Promote tolerance (integrity and consideration of others) among faculty/staff
 023. Give faculty greater autonomy and input in curricular matters (Courses and programs)
 024. Relieve faculty of intersession and summertime taskings
 025. Improve academic climate by creating more of a college environment than a military one.
 026. Minimize work overload on faculty/staff
 027. Promote an open-door policy of all supervisors and department heads
 028. Be decisive, fair, and proactive in your decisions
 029. Protect faculty research time and promote professional development for a/f faculty
03. Refine faculty/staff promotion guidelines
 034. Link scholarship to instructional mission
 035. Create promotion standards that are comparable to civilian institutions of higher education
 036. Set realistic promotion expectations - define criteria
 037. Create more opportunities for promotion
04. Improve integration of civilian faculty/staff
 041. Increase leadership roles of civilian faculty/staff
 044. Mandate periodic discussion groups at the departmental and dean's level to reduce antagonism between civilian and military faculty
 045. Stop/reduce civilianization of faculty'
 046. Streamline procedures to allow for removal of GS civilian personnel who cannot perform their duties within the established standards
 047. Recognize contributions of civilian personnel to academic program/department
 048. Include civilian faculty in official and social functions of the USMA
 049. Strive for better integration of civilian faculty/staff - miscellaneous
05. Insure maintenance of academic standards

- 053. Coordinate work across departments
- 055. Insure that current standards are being met

- 06. Articulate academic priorities
 - 061. Place teaching as the top priority
 - 063. Emphasize teamwork concept
 - 064. Maximize interdisciplinary efforts
 - 066. Articulate plans for resource allocation
 - 067. Coordinate computer support across departments
 - 068. Recognize faculty and staff achievements
 - 069. Others, miscellaneous

- 07. Strengthen position of academic program at the USMA
 - 071. Encourage Supt to address the impact of academics on the Army
 - 072. Encourage Supt to focus as much on academic program as he does on athletics
 - 073. Seek better balance between academics and other two programs
 - 074. Protect academic program from further budget cuts
 - 075. Defend faculty tour to DA promotion boards and others as an important Army job

- 08. Improve organizational effectiveness
 - 081. Routinely review and update DPOM/recrulation guidelines
 - 082. Provide additional support staff
 - 085. Limit external taskings (those coming in from beyond department/agency)
 - 086. Bring in external experts in organizational effectiveness
 - 087. Pay people in accordance to the work they actually complete
 - 089. Decision-making/chain-of-command issues (pro/con)

- 09. Cadets
 - 091. Ensure academic program is tied to cadets' future role in the Army
 - 093. Emphasize academic focus among cadets
 - 095. Give cadets greater personal responsibility
 - 097. Continuity in assignment of Academic Advisors

- 10. Assessment Initiatives
 - 101. Pro
 - 102. Con

- 11. Parking and traffic issues
 - 111. Miscellaneous parking problems
 - 112. Miscellaneous traffic concerns

- 12. Housing
 - 121. Miscellaneous problems

- 13. Improve relations with USCC
 - 132. Better coordination with USCC
 - 134. Support USCC and Military Application

14. Use of the command climate survey
 141. Pro
 142. Con

15. Organizational climate
 151. Good climate -no complaints

16. No Opinion
 161. Don't know enough to make a recommendation/No opinion

17. Military standards/program
 172. Suggested changes to the military program

18. Enhance curricular flexibility
 184. Change the curriculum
 185. Promote flexibility in scheduling

19. Promote safety
 192. Support Safety concerns of shift workers

20. Resources
 201. Improve Grades Program
 202. Increase authorized instructor slots to reflect enrollment
 203. Increase research support/travel money for research presentations
 204. Better utilization of senior faculty
 205. Improve responsiveness of Dean's Office to Departments
 206. Improve Library resources
 207. Offer Guidance in cost/benefit analysis
 208. Upgrade technology
 209. Improve facilities

Number of responses offered to Question 53 (CS9-'98) by category from each of the departments/staff agencies

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20
BS&L	3	3	0	1	0	3	0	2	0	0	0	1	2	2	3	0	0	1	0	7
CHEM	2	6	0	3	0	1	1	2	0	1	0	0	0	2	1	0	0	0	0	2
C&ME	4	8	3	7	2	2	1	1	1	0	0	0	0	0	4	0	0	0	0	1
ECS	3	3	3	2	0	4	1	1	1	3	1	1	3	2	1	0	0	0	0	3
ENGL	1	5	2	2	1	5	5	4	3	1	0	0	4	1	5	2	0	0	0	0
DRL	2	4	1	1	0	2	0	0	0	0	0	0	0	0	4	1	0	0	0	2
GENE	5	1	0	3	2	2	5	3	0	0	0	0	4	0	5	1	0	0	0	2
HIST	2	7	3	5	0	5	9	0	1	0	1	0	0	1	5	2	0	1	0	1
LAW	0	5	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0
MATH	8	15	0	3	1	0	2	5	1	0	0	1	4	1	2	2	0	0	0	3
PHYS	1	2	0	1	1	0	2	1	1	0	0	0	1	1	3	3	0	0	0	1
SOC	5	7	0	1	1	2	5	3	1	0	0	1	3	0	4	1	0	0	0	5
SE	1	1	1	3	0	3	0	1	0	1	0	0	0	0	3	0	0	1	0	1
DEAN	15	2	1	7	0	1	0	3	0	0	0	1	0	0	3	7	0	0	0	0
LIBR	3	2	0	1	0	2	0	4	1	0	1	0	0	1	2	2	0	0	1	0
TOTAL	55	71	14	40	8	32	31	31	10	6	3	5	21	11	45	22	0	4	1	28

01. INCREASE VISIBILITY

011. PROVIDE DIRECT AND FREQUENT COMMUNICATION WITH FACULTY/STAFF TO PERIODICALLY UPDATE THEM ON HIS RECENT INITIATIVES AND OUTCOMES OF PAST ONE

The new session with the Dean visiting the departments with no specific agenda (like the R&A has) are good.

The Dean should be more pro-active in disseminating information to the staff and faculty.

Communicate his ideas and vision to the faculty and staff.

I suspect that the Dean has limited power to address solving many of the problems commented on above. I think demonstrating some first hand knowledge of the impact of the problems would help raise faculty spirit. Expressing recognition of the impact of institutional decisions on his faculty would also provide some benefit IF done in advance of the actions actually occurring. When problems are recognized after the fact and how well they were handled is recounted, the Dean can expect cheering if those who have suffered through the handling remember he was with them when the problem occurring (IMHO).

Share his vision, particularly staff and faculty structure and how individuals can develop personally and professionally with the USMA environment.

Do what you're doing now. Feedback is very important to any organization surviving the ups and downs associated with growth.

We should have more feedback, and decisions be told to all, not a select few.

Be more visible to the organization.

I think that the Dean needs to reassure people that they still have a job and that they do a good job. With the Manpower interviews over, there are a great many people who think next month they will be out of a job and that no one thought they were doing their job. The Academy would be lost without some of the people working in the Dean's staff.

Communicate consistently and regularly with the faculty, particularly with the rotating faculty (in a separate forum as well as by Department) and empower us to have ownership in the course and direction of the academic program.

The Dean needs to improve his relationship with the Departments. He is too far removed and as an instructor, I don't feel he knows what is going on in the classroom, nor the abilities or the attitudes of cadets. He preaches chill in the classroom avoidance, yet he brings a chill with him when he talks to the departments and faculty. I simply have no idea where the man is coming from and I am supposed to be sharing and supporting his vision.

I have heard it said (by a senior military person) if I needed to do a command climate survey over the Web, rather than talking to the people under me and being in touch personally, I would quit immediately. Though I am not sure whether this is fair, it is food for thought. It is a large faculty with a lot of things going on – still, the Dean's Office feels very far away.

Keep the faculty well informed. I have discovered that there is a great deal being done by the Dean that most do not know. Some could be passed through command channels. However, it is helpful to hear from the Dean himself. The Command Briefs are good. Maybe a periodic email would also be helpful.

He is not a great communicator.

Communication, communication, communication. HONEST communication, about the actual state of jobs. There are a lot of very hard working, conscientious people trying very hard to give the best customer service possible, but often impossible due to lack of employees. One can only spread so thin.

I don't believe the Dean IS interested in improving the command climate because as I mentioned above (block 51) at no time over the past three years has anyone in the department received feedback from anyone (Dean, Dept. Head, etc.) which might indicated that they have even read the results of these surveys much less cared. This should not be a check the block requirement. If it is, please don't waste our time. The only thing worse than not being interested in improving the command climate is pretending to be interested by sending out surveys that only waste our time.

The Dean could be more consistent in valuing contributions. The manpower survey and other documents talk about all of the Academy's outcome goals and contribution to every aspect of cadet life. It appears that teaching is all that is resourced or appreciated. The manpower survey people spent most of their time on only teaching and ignored what we do for the cadet military, physical, more-ethical, and social development. It also seemed not to emphasize outreach adequately. The Dean's briefing said we were doing great but seemed very thin on the specifics.

012. VISIT STAFF/FACULTY IN DEPARTMENT

More visitations to the various components directly under his command to see what is going on and to meet and observe what is going on and observe the people that are making a difference to cadets.

Dean needs to get out and meet people. What Army leader do you see once a year?

Continue your efforts to visit the depts. I think it's great that the Dean takes the time to visit the department.

I cannot think of anything at this time. I did enjoy the department's opportunity to hear from you what concerns were at your level and your sentiment on what our roles are as instructors and a department.

Be visible on campus.

Come around more. Increase visibility during the average work/school day.

Come down and poke around. See what's going on. Talk to the troops – the staff and faculty. That's the same type of thing that the whole chain of command should be doing. And I don't mean to make it like an inquisition with formal Dean Inspections or the obligatory Dept. Head visit to the classroom. I mean just wander around and talk to people to determine the pulse of the organization.

Mix with the departments as much as possible. We a like to see our commander and have him express an interest in our work by his presence.

Continue to obtain feedback and press the Department Heads to seek improvements.

Visit more faculty in their work areas as well as in the classroom.

Come to my work place and try to learn what I do.

Be more visible.

Visit his people more, even if it's just for a few minutes.

Come through the work areas when entering or leaving the building to greet/meet workers. I think people would like to see him more often.

The Dean needs to talk to his staff, at least once a year. He talks to departments and outsiders. Why not one hour with each division? Not a formal briefing to him, but a chance to talk about his vision to hear our concerns. Donuts with the Dean (remember Soup with the Supe?). I'd rather see some of this division visiting and less of the recognition day stuff. Maybe recognition day 4x's a year, with division visits in other months?

Continue walk around to visit the departments.

Continue to interact with the staff and faculty, and increase these interactions if possible.

Remain as viable as possible to the workforce.

Pay more visits to the various offices and get to know the people.

Talk to us about what he expects to happen in the classroom. What does he envision as the standard in instruction at the academy. Meet with the departments and tell them what he thinks and then take questions.

Get more involved with lower ranking workers.

Be more visible.

Get around to the departments and visit his people. Don't make a schedule to visit each department. Just get out and do some no-notice visits. Listen to your people when they give you their opinion on certain issues.

As in the Army, visit the troops more often. He should block off an hour or two each week to visit instructors in their offices and just talk.

Stop by and say, Hello! I've been here nine months and have never seen the Dean outside of formal briefings (and football games). Or send a representative! I'd love someone to see me in my natural habitat!

Get out and be seen a bit more – Management by walking around – within the (admittedly huge) other time constraints.

013. VISIT FACULTY IN CLASSROOMS

Interact more with faculty (i.e., sit in on more classes).

I would like to have my classes observed more frequently and get direct feedback on my teaching efforts.

Stop down in the trenches once in a while, watch a class, and the give some personal feedback on teaching techniques.

014. MAKE HIMSELF MORE ACCESSIBLE TO THE FACULTY/STAFF

Possibly, speaking personally with some individuals would help.

The Dean and other permanent party officers such as the Department Head could start coming to community events. Include the Supe and Cmdt here also. The only community event that I ever see them at is the Plebe Talent Show. Events that I have not seen them at are: Christmas chorus, community art auction, Gold Rush.

Learn who we are and what we do.

Make himself known, not just by walking by, but also by having talks with his people throughout his organizations. We are all-important and have a reason for being here at this Academy.

Listen to the rotating faculty and hear when they speak.

Conduct sensing sessions with the instructors. As a first year instructor, I am not aware if he is already conducting these types of sessions.

015. OFFER BRIEFING SLIDES AS READ AHEAD PACKET

The briefings that the Dean is giving to the various departments to communicate his vision is helpful. To make it even more effective and interactive, make the slide available as a read-ahead packet (hard copy or on the intra-net). This would move discussions past the mere informational level, and allow more thoughtful questions and responses.

Instead of giving a periodic LECTURE (though it is usually followed by a question and answer period) to the Depts on the importance of active learning, why not give us access to the slides in advance and have a town hall discussion or interactive discussion with us. It seems paradoxical for the Dean to use a lecture format to professors on how to educate leaders in the 21st Century that is designed to de-emphasize the very delivery method he is using??? I'm not being cynical and I'm trying to be very tactful. I get very few opportunities to interact with this brilliant man that I respect – but I don't really get to interact with him. Oh well – is that too much to expect?

016. ARTICULATE VISION

I have heard and read statements (commands) from the Dean concerning the requirement that faculty wash blackboards, but I have never heard the Dean speak to the issue of the intellectual needs for the Army After Next.

02. IMPROVE ACADEMIC ENVIRONMENT FOR FACULTY/STAFF

021. PROVIDE CONTINUOUS OPPORTUNITIES FOR FACULTY/STAFF DEVELOPMENT

Ensure programs with evaluation components are created to address the issues that I raised in question #52. This includes ensuring that senior military staff and faculty are trained at least annually, probably semi-annually concerning strategies to address the results of this survey.

021. PROMOTE TOLERANCE (INTEGRITY AND CONSIDERATION OF OTHERS) AMONG FACULTY/STAFF

Senior officer should get training on how to respect and lead people.

Provide and support gender training for faculty and staff according to guidelines created by women's committees such as Superintendent's Women's Advisory Council, Federal Women's Program, Senior Women Officers, Women Cadets, Civilian Women Onpost Volunteers. Command needs to take responsibility for quality gender training and make it mandatory. Until that happens things will not change. People are still upset and discussing the response LTG Kennedy received at her presentation to faculty last year and the lack of support shown by West Point. We are educators, education is the key for change. Let's do it!

Be on time for Howitzer photos, and monthly social gatherings so that personnel are not standing around when there is work to be done. In short, show that these people are really important.

Tell us why the male managers including the Academic Dean giggle, melt and googoo when (female name removed) speaks or even walks into a room. It is rather odd to observe. Regarding the confidentiality of this survey – HOGWASH. If someone made sexist or racist remarks, you wouldn't track them down?

023. GIVE FACULTY GREATER AUTONOMY AND INPUT IN CURRICULAR MATTERS (COURSES AND PROGRAMS)

Increase autonomy/trust for instructors (less supervisory checks)

Make Faculty Council meetings interactive.

You can not discuss race or gender issues in the classroom without touching the third rail of the Army. In a statistics class, that really inhibits the choice of interesting data sets, and limits the cadet exposure to inferential, rigorous thinking about some of the most, the key issues of the Army and how statistical thinking can prepare one to deal with them. But I have no faith that if someone was offended by the topic that I wouldn't be strongly censored by the USMA Chain of Command, no matter how professional or valid the discussion. I can't afford to be accused of insensitivity on any of these issues – it is career (and hence, economic) suicide. So our cadets go analytically disarmed into the Army. Shame on me, I know - but shame on all of us for letting our Army degenerate to this point. (The previous Dean's threats from a few years back to find someone to make an example of for a chilled classroom resonate strongly).

024. RELIEVE FACULTY OF INTERSESSION AND SUMMERTIME TASKINGS

Give academic instructors more time to prepare instead of teaching intercession or platoon trainer jobs IAW AARS previously written.

Get rid of the summer taskings that place senior captains/junior majors in positions with responsibilities that commensurate with those of a PFC.

Get rid of the summer taskings that place senior captains and junior majors in positions with little responsibility and no professional development.

Determine the true needs of Commandant for summer training.

Try to reduce the number of taskings received from the Commandant (Intercession, Buckner).

Reduce summer requirements for rotating faculty to pursue academic development.

Reach a fair understandable policy on summer and Intercession taskings.

Sharply reduce taskings from the Cmdt; Intercession, Beast, Buckner, etc. Let the Cmdt's people do most. No need for every five cadets to be followed by a field grade officer all summer! Also, fairer taskings – EECS does A LOT to support the academic and installation computing needs – on weekends, over intercession and in summer, but is tasked like other departments.

Reduce significantly the number of instructors in Intercession and platoon trainer jobs at Buckner to allow for more faculty development. TAC's and TAC NCO's should fill the spaces with MS in the academic semesters. This will improve their image with their cadets because of the increased interaction in military subjects.

Reduce the summer Buckner taskings to allow for quality research by faculty members. Specifically, the CFT II platoon trainer duty is necessary only because the over-stuffed TAC cells have no specified duties during the field training.

025. CREATE MORE OF A COLLEGE ENVIRONMENT

Spirit functions, guard duty, inspections, etc. all take priority over academic obligations. Form is all important, substance is inconsequential (e.g., attending class is required, however providing adequate study and sleep time are always open for compromise; honor is held to be all important, but faculty are not allowed to assign Take Home tests because the cadets may cheat). Sophomoric hazing is tolerated by the Administration and thus encouraged. The academic potential of the corps of cadets exceeds the corresponding potential at the large majority of colleges and universities in the country. However this potential is severely compromised by having one of the worst academic environments of all the colleges and universities in the country. In a strict Chain of Command setting that we have at West Point, the Supe and the Dean are in positions to radically improve the academic environment. Thus actions need to be taken to improve the academic environment for the average and less than average student.

I think USMA is not giving cadets the first-class education they deserve, and that's a shame. Progress has been made over the years, but this place has a ways to go as an educational institution. Cadets graduate with two new properties – they are 2LT's and they have B.S.'s. I think we should emphasize the second more, and that will require a major overhaul of USMA, and a change in attitude.

026. MINIMIZE WORKLOAD ON FACULTY/STAFF

BUY NEW SPONGES WITH WHICH TO WASH THE BOARDS!!! Washing the boards is no problem, especially if it saves critical dollars for more important items. Picking up a slimy sponge with which to wash the boards is **DISGUSTING**. Half way through the second semester you will find that a lot of faculty have gone out and purchased new sponges on their own. Money is not the issue, a sponge is not that expensive. The issue is that board cleaning is a West Point expense, not an individual faculty expense. Before chiding the faculty in an email message, the Dean should consider the reason the faculty may not be washing the boards may not be as much a disregard of the policy as it is a repulsion by the materials provided. It is my understanding this issue was brought to the Dean's attention at an earlier date.

No more surveys. No additional taskings.

Who's the Dean and what influence does the Dean have down here in the trenches? No additional mandatory fun (for example, I'd like to go to some of the EO type BBQs/lunches, but just can't justify the time; not that they are mandatory).

The Dean is doing an excellent job. However the more he can help us focus on improving the academic area by pushing away other taskings and getting more manpower would be greatly appreciated and noticeable in our ultimate product – the class and cadet support.

Have the cadets wash their own board after class.

Remove annoying ankle-biters – maintaining own classrooms, washing blackboards etc.

Reduce the requirements on all 1/1 personnel for additional duties. In my (limited) view there are simply too many time-wasting chores that turn rotating faculty into glorified secretaries. There could be a concerted paper and electronic work reduction effort.

Eliminate much of the bureaucratic requirements and paperwork that hinders instructors from teaching, counseling, grading, writing test, etc. The requirements for this job have increased every year that I've been here, and come more urgently and incessantly through the improvements in e-mail and other technology.

We as an institution pride ourselves on our ability to plan in detail -- yet each semester we face short-term suspense on such things as enrollments, faculty assignments etc.

Have the BPs clean the boards.

Immediately, squash the asinine rule that says we must wash boards after every class. That's minuscule, though. I have no real complaints with the overall climate. In fact, I'm enjoying this tour immensely.

Find someone else to wash the boards in Thayer Hall.

Fewer mandatory group meetings to show new and improved slide show presentations.

Don't put the faculty in the role of Tactical Officer. On multiple occasions, I've been presented with forms that require my signature (as an instructor) to approve or deny a cadet to go on pass (see above CYA paragraph). I don't get it.

Review procedures within the Dean's office to maintain unnecessary taskings to departments.

The chain of command could make more of an effort to protect the small amount of time remaining to faculty members after they have completed their teaching, administrative, and research duties, by placing less emphasis on extra-curricular cadet development activities.

Emphasize the importance of maintaining the number of additional duties. Attempt to get boardwashing as part of the cleaning contract again. It is surprising how much time it takes to clean the boards.

Get us the support we need for things like black board washing, so instructors can spend more time teaching and mentoring and not being lousy custodians.

Get a new contract to have the chalkboards in Thayer Hall cleaned by the custodians. I think it is preposterous to have senior captains, and field grade officers spending their precious time cleaning chalkboards. I also find it upsetting that the Academy can spend all of this money on improving technology in the classroom but can't afford to get the darn boards clean. Please do something about this!

Stop tasking the Departments for escort officers/tour guides for any visiting VIP that walks through the gate. It doesn't seem that the Dean or the Supe realizes the amount of time that goes into those taskings.

The next time a manpower survey is issued, I suggest a years notice so individuals could keep a journal to accurately reflect their job duties.

Reduce extra duties burden to proportional level.

Reduce the number of committees by 50%.

Reduce distracters to effective class preparation. The efforts to minimize additional duties are a step in the right direction.

Fund washing of the boards.

Provide board washing and fewer CFT details.

Reduce the requirements for instructors to support cadet military training.

Reduce the number of extra duties required in each department through consolidation, elimination, or increased staffing.

Insure a more equitable assignment of military training tasks to non-combat arms branches. Also get some class aids and janitors to wash the boards. And if you do it right, washing the boards takes longer than 5 minutes.

Either get rid of board washing, or give the math department the money you saved, since no one else wants to wash the boards.

Hire more custodian personnel to clean the classrooms.

The Dean doesn't seem to care about board washing – however, the issue is an important one for many faculty members.

Get a plan for board washing (not including faculty). It is not degrading or demeaning, rather a more efficient, and cost effective method could be devised. One approach is cadet disciplinary details.

Either re-establish the board-washing contract OR provide the classrooms with three (3) buckets for water with 4-5 rags/towels per bucket. Have the cadets help the instructor clean the boards within the classroom or after class (this will take about 2-3 minutes and therefore some coordination needs to occur with the Cmdt to push lunch formation 5 minutes later). You'll have a lot happier instructors if this happened, not to mention that our uniform cleaning bills would decrease significantly!

Get a board washing/classroom-cleaning contract! It's one thing to work in a building with no windows and another to work in that same building when it's filthy. I am appalled by the conditions of the classrooms that we are asked to teach in. Cadets and instructors cannot walk by the chalk trays or pick up a pointer or yardstick without being covered in chalk dust. The floors and desks are also dirty and dusty. Although we are getting the boards washed to a degree, the chalk trays and rooms are never cleaned. It's embarrassing to have visitors in our classrooms. I think we are willing to pitch in and wash the boards, and I haven't heard complaining about temporarily doing so. Here are three comments/suggestions: 1. What most people would like is an answer to the question about how long this will continue. It's not morale enhancing to have e-mail sent which basically tells us to stop whining and doesn't address the issue. 2. If we are to do this task, then the right material is needed. I cannot wash my boards with a deteriorated sponge and filthy water. Instructors have bought their own sponges and rags, only to have them taken from their classrooms. Many have resorted to carrying their cleaning materials up and down from their office to their classroom. 3. If this is to continue we should get the cadets to pitch in too. Boards need to be washed after 4th morning hour and after last hour. Have materials available so that instructors can have several/all cadets in their 4th or last hour class complete this mission daily. The impact here is minimal and the job gets done quicker (perhaps a 5-min. delay of lunch formation). Also, we need to schedule a tour cadets to vacuum and wash board trays on Friday and Saturday afternoons.

Reduce external taskings.

The Dean (Academy) should accept extra duties when absolutely critical to the Academy's mission. All other duties should be refused or be voluntary on the officers part. I know this is often the case but the O/Dean should use a much finer sieve than appears to be used now.

Reduce the number of external drill-type tasks assigned to our organization. I wonder if the Dean, et al knows how many taskings are sent to us (which we have to complete or produce for, pronto) DAILY. It is very distracting and demoralizing and does not give much of a sense of accomplishment. (I lose time in lesson prep

or grading because I am running down numbers for surveys or queries) Let me focus on my PRIMARY mission, please. (Too the feeling that these surveys are also a drill)

Nonetheless, the biggest command climate problem is the amount of work performed by the instructors; we are stressed by our workloads (and I have commanded in tactical units!).

Provide more time to grade.

Systematically reduce military taskings and additional duty work loads on military faculty so that they can focus on teaching, research, and outreach like we are supposed to do.

027. PROMOTE AN OPEN-DOOR POLICY OF ALL SUPERVISORS AND DEPARTMENT HEADS

Same as we are doing in our department. Get the folks together on a regular basis. It sure would put the rumor mill out of business. Encourage the military or civilian under your command to feel free to send you a little e-mail stating a gripe or even commending you for the job you're doing.

Support the new Department Head and provide more resources (people and \$).

028. BE DECISIVE, FAIR, AND EQUITABLE

Try to ensure that requirements and resources are equal between departments, I have a lot of trouble with good employees who work hard and see other employees in other departments working less and for more money.

Reallocate faculty on a fair basis. Have his organization perform addition duties, Intercession and summer details.

Some of academic labels provide unneeded barriers to organizational effectiveness. Senior faculty is a division term that tears down unity and esprit by creating inner circles of personnel and more importantly – labels qualified leaders and scholars as non-essential.

The entire permanent faculty concept should be abolished. These officers are completely out of touch with the Army's leadership ideals.

I would like to see the Dean teach a course a year or a semester, just to be reminded who and what we face here.

Some Departments are fat, while a couple are doing heroic, heavy lifting as skeletons and seen singled out for more of the same or worse. The numbers are completely unrelated to number of cadet majors, course loads, or the number of services performed, activities borne by the Department to achieve the mission with excellence. Numbers need to be relooked, and not with artifice or with a preconceived agenda or with outdated models and numbers. Serious morale problems when you have officer/leaders being used up, burned out, and not allowed to even grow, while many senior leaders in other departments are home mowing their lawns at 1600 or taking research breaks in large numbers or giving junior faculty time off to work on PhDs when those who are in funded government PhD slots can't take the time while working, let alone take time off, to do the absolute basic to complete the degree, no matter how hard they work. Look at the numbers. Some of the bureaucrats are misleading you. Even up the workload from department to department; don't worry so much about how the person in the ranks feels about the department they are in. Their workload and support is largely related to the larger picture of equitable workload within the Dean's side as a whole. Also, these comments apply to support given to DMI, to the extent that the departments are called on to support DMI, when it appears that some of those called on to support DMI are already working much harder at their primary duties that DMI would be, even if DMI did the DMI work themselves. Even it up!

The Dean could be more responsive to our organization. We know that we are not always included in his activities. We are, as a rule the last to know something. It's not good for the morale knowing you are an after thought.

Among the rank and file, there remain too many tensions between WP grads, ROTC/OCS officers and civilians. The WP command climate seems to favor grads and grad input above that of ROTC/OCS officers and then civilians, in that order. This is evident in both subtle ways (grads act more entitled to opinion on WP policy) and more obvious ways (civilians rarely have decision making authority over anything but their courses and their research agenda).

029. PROTECT FACULTY RESEARCH TIME

Reduce the teaching loan so that the faculty has time for the scholarly pursuits that should be common place in an institution of higher learning, but are largely absent here: e.g., thinking, reflection, research, collaboration with other faculty members, and development of new classroom demonstrations and teaching techniques.

Focus more on the academic development of the faculty – PhD work or research.

03. REFINE FACULTY/STAFF PROMOTION GUIDELINES

034. LINK SCHOLARSHIP TO INSTRUCTIONAL MISSION

I have one final question. Is West Point an engineering school? Specifically, cadets who do not major in engineering and take Systems or Computer Science as a track do not ever take a course in Fluids, Thermo, Electrical, Statics, Dynamics, or advanced math (linear algebra). In fact, most cadets (probably close to two-thirds not majoring in engineering) do not even consider themselves engineers. Thus, are we still an engineering school?

Fix the process on publishing textbooks. I poured my soul into creating a good set of course notes that were probably suitable for publication after editing. But because my work was done as part of my duties, I cannot publish it. Many instructors here do not want money for their work, they do not want copyrights for their work, they just want credit. If I write a paper, there is a means to publish it. If I write a book, I cannot. Why not get the Carlisle War College printing plant to publish our work?

035. CREATE PROMOTION STANDARDS THAT ARE COMPARABLE TO CIVILIAN INSTITUTIONS OF HIGHER EDUCATION

If the question is strictly about the functioning of USMA as an administrative, and particularly of U.S. Army organization, then the command structure is fine. As a college, and generally as an institution whose primary mission is education and intellectual development – for cadets and faculty – it is a disaster. There is very little life of the mind – even compared with undergraduate institutions of this size, and especially compared with institutions of this (high) quality in terms of student abilities. The institution and its leaders do not come from, and are not in touch with higher education; for the most part, faculty could not even obtain tenure at medium and low prestige colleges on the basis of their academic credentials alone. They do not keep abreast of issues in higher education and do not regularly attend their fields' professional meetings in nearly the frequency one would expect of ANY colleges leaders and faculty. It is an isolated, inbred institution. In spite of this, the leaders and faculty are generally very intelligent and good to highly able leaders; the overall system of education for cadets remains good – although not nearly as good as it could be for the enormous expense.

036. CLARIFY PROMOTION EXPECTATIONS – DEFINE CRITERIA

Clear and fair guidance on faculty promotion system.

One or more of the following: On academic promotion: 1. Change the promotion criteria so that there is more than one path for promotion. I guess this really means more than one definition of a scholarship. 2. Weight the five domains of excellence so that their impact on the promotion decision reflects the time faculty members must devote to each. If teaching is the most important, it should be weighted most heavily. 3. If scholarship is to remain the long pole in the tent, provide everyone with the same time to do it. Since USMA probably won't get more faculty, decide what to stop doing or what to do differently.

Consider rewriting DPOM 5-3, such that the USMA academic promotion system is consistent with Ernest Boyer's model, as described in Scholarship Reconsidered and Scholarship Assessed. In particular, ensure that the Scholarship of Teaching and the Scholarship of Application are given full legitimacy – they are the forms of scholarship that most directly and most effectively support the mission of USMA.

Dean could make a definitive statement on research. Every few months it seems there is a new directive: how much? What topics re recognized? How important is it compared to the other areas? What is excellence?

Bag the five-legged stool. I think there should be some other metric for determining academic promotion. The Dean wants officers to do outreach research for the Army, yet complains when that research is hard to find in the technical arena where organizations want a real deliverable, and not just a report. The Dean has commented that once an instructor should have more time available for research. This is true in courses which have little content change from semester to semester hence officers can concentrate on delivery. However, my course has changed no less than 25% in CONTENT each semester due to the natural progression of the field. Three years ago, a HTML page was a viable senior project now they are CS105 homeworks. This is happening in many aspects of my course. I spend more time deciding on content rather than merely prepping for the delivery. My research time is severely reduced by that.

Talk to the rotating faculty while they are here; provide realistic expectations and options for career progression/utilization to rotating PhDs.

Project the trends for rotating, permanent and civilian personnel. Discuss, in concrete terms, how different year groups can plan their careers as potential scholars (47's) under OPMS XXI and make clear the criteria for competition and promotion under OPMS XXI.

Create clear standards for promotion – the domains of excellence are often ambiguous.

Also, the junior faculty is somewhat uncertain regarding the new OER and changes to officer management policies. We need to reassure them that their best interest will be served by the entire senior leadership and change of command.

Delete this expectation of volunteering from all evaluation processes. To begin with, if I'm being evaluated on it, it's not a volunteer activity, except in the sense that I'm not being compelled to do it. Second, the Army is taking out of both sides of its mouth on this issue. On one hand, the Army stresses its commitment to families. On the other, after expecting a fifty-six hour workweek, which time excludes PT, the Army apparently expects me to devote even more time to it as a condition of retention/promotion. When I was single, and before the Army decided to make volunteering an issue, I volunteered with Church groups, etc. Now that I'm married, my family comes first. I've made the decision to do my job and take the hit for not volunteering. It doesn't leave me feeling thrilled about the Army. While this issue hardly affects my classroom demeanor, it does affect long-term decisions about remaining committed to an institution that deals with budget shortfalls by squeezing its personnel.

037. CREATE MORE OPPORUNITIES FOR PROMOTION

I would like to see more Academy professor jobs open up. If this is not possible based on mission requirement, I would like potential Academy professors to be identified earlier in our careers.

04. IMPROVE INTEGRATION OF CIVILIAN FACULTY/STAFF

041. INCREASE LEADERSHIP ROLES OF CIVILIAN FACULTY/STAFF

Actively integrate civilian faculty into leadership positions and develop ways to reassure civilian faculty that they are not expendable – such as create a tenure system or a contract system based on several checks and balances.

Why are all the Vice Deans and Associate Deans: military, military retired, military reserve, or military spouse? Why are these jobs reserved for the military? Promote civilians from within. Task civilians to temporary promotion positions (and pay them for it) to see if they can handle the work, see if the right person for the job is on the staff. At any rate, let them learn how difficult their superior's jobs are. It appears that the only way to move up in this organization is to move out!

Also, tell the personnel whose duty it is to tell us what we cannot use the PX or the Commissary or the SJA facilities to find a sympathetic way to say sorry, we can't help civilians rather but you are (only) a civilian. If I need to go to the eye doctor for an emergency, my chain of command is helpful but doesn't fully grasp that a five-minute trip to Keller is a two-hour round trip to fully grasp that a five-minute trip to Keller is a two-hour round trip to Middletown for me. As for physical therapy for any athletic injury, I'll just have to wait until I have unpaid leave this summer. Again, I realize that solving these problems would require an act of Congress, but I believe they should be on the table.

044. MANDATE PERIODIC DISCUSSION GROUPS AT THE DEPARTMENTAL AND DEAN'S LEVEL TO REDUCE ANTAGONISM BETWEEN CIVILIAN AND MILITARY FACULTY

I am dismayed with the civilianization of West Point. I see this issue as very concerning. My position is based on the civilian professors that have become more comfortable with West Point. Recently, I have heard opinions stressed that they should be the ones selected for group directors in departments instead of new incoming military PhDs. For what I know and have read, this was a similar issue that was experienced at the Naval Academy.

Address the issue of civilian faculty integration instead of giving speeches about how he thinks it is or should be. Find out what is going on by asking the individuals involved. It seems his input is limited to dept. heads. I suggest meeting with dept. reps composed of military and civilian faculty monthly if he is serious.

045. STOP/REDUCE CIVILIANIZATION OF FACULTY

No more title tens for cronies.

046. STREAMLINE PROCEDURES TO ALLOW FOR REMOVAL OF PERSONNEL WHO CANNOT PERFORM THEIR DUTIES WITHIN THE ESTABLISHED STANDARDS

Hold CPO accountable for expediting removal of poor performers.

047. RECOGNIZE CONTRIBUTIONS OF CIVILIAN PERSONNEL TO ACADEMIC PROGRAM/DEPARTMENT

The only thing I think I'd like to see is more recognition that there is a civilian staff supporting the faculty.

Evaluate civilian faculty on substantive contributions.

048. INCLUDE CIVILIAN FACULTY IN OFFICIAL AND SOCIAL FUNCTIONS OF THE USMA

Create more events that include all personnel – military and civilian alike.

Make sure departments integrating civilian staff members, through training, and inclusion in social and departmental functions.

049. STRIVE FOR BETTER INTEGRATION OF CIVILIAN FACULTY/STAFF MISCELLANEOUS

Integrate civilian faculty into the West Point community (not talking about integrating into the faculty but the broader community).

Stop charging rates for civilian employees to participate in noontime recreational activities (i.e. volleyball, basketball, etc.).

Do something to improve the perceived inequities between the civilian and the military faculty.

Look at the civilian problems and act on them as he does the military problems.

Select those civilian professors who are as committed to teaching as military officers.

Continuing the efforts towards the integration of all types of faculty into the academic community at West Point is of the utmost importance in this regard. Along these lines it is important to insure that all members of the faculty are committed to the Academy's mission. If this is truly to be the case for civilian faculty, then the Dean must recognize the risk which civilian faculty take in coming to West Point in that the opportunities for research are quite limited as compared with civilian universities. This fact is especially important for young faculty who come to West Point at the beginning of their career because they believe strongly in what the Academy stands for. Once at West Point, these same young faculty have truly made a very substantial commitment to the Academy since they will become less and less competitive for other Academic jobs the longer they stay at West Point due to less research input. This point is important since the civilian faculty member has committed to West Point without West Point committing back. The lack of commitment on West Point's part to the civilian faculty is plainly apparent in the lack of tenure, and more importantly, the very disconcerting contract renewal terms. Without more of a substantial commitment to the civilian faculty, there will never really be a fully integrated civilian component of the faculty who truly buys into the Academy's mission because these same faculty members must always have their eye on the door in the interest of preserving their own livelihood and being true to their career aspirations and dreams.

Establish a USMA Faculty Grievance Committee. Encourage the establishment of a collective organization such as a local chapter of AAUP that represents all civilian faculty. Include such a group in policy deliberations.

More support to supervisors trying to bring in good quality civilian employees and support when disciplining.

Promote a command climate that fosters ONE ACADEMY, ONE FACULTY. SERIOUSLY study DPOM 5-3 by a qualified group of faculty from all ranks and departments.

Make stronger efforts to narrow the gap in the total integration of civilian faculty into the overall social and academic life of the Academy.

Create opportunities for civilians to expand their experience through training and special taskers. Offer more opportunities for education.

Take advantage of civilian talent wherever possible.

Start listening to the civilians. They are very bright, even the Title 10 civilians feel they are really not part of the organization. We need to have a civilian as a Dean, along with a military Dean, so both sides can be represented, civilians feel there is too much of a "Boys Club".

Work with the Superintendent to make the community of West Point more hospitable to civilians and their families.

Eliminate (or continue to work that direction) the perception that, in some areas, there is an Us vs. Them attitude. While I don't experience it within my department, I have seen it in visiting other areas, and my wife has experienced it frequently in her department (although not Dean's staff/faculty).

Work on the relationship between civilian and military. Really work on it.

I think the integration of civilian faculty into the USMA faculty is an issue that is very department dependent and that worries me. The potential for negative impressions and experience is great, as is the potential for repercussions (Lawsuits? Contract fights?). I miss what I used to think existed; Visiting Professors receptions and discussions with the Dean; forums for faculty to get together (we used to do that with the Visiting Professor Reception, etc.). Things just seem increasingly compartmentalized and that seems to me to be breeding tensions and unhappiness.

It would be nice to have some social events annually for the permanent civilian and military faculty. We need to know each other as we proceed on the common purpose at West Point.

Continue to stress integration of civilians into the day to day running of the Academy.

The most painful thing about being a civilian at West Point is that most of the disadvantages suffered by the civilian staff are not acknowledged. I know that most of them cannot be fixed, but it would be nice to disabuse the chain of command of the notion that a civilian professor can do everything expected and still lead a normal life. From where I sit, civilians seem to have much less freedom in their professional (and therefore personal) lives because of the distance from post that one must go to find comfortable (though not affordable) housing. Most of the problems (like deniability of most on-post facilities) are apparently impossible of solution. One could, however, at least communicate to our military colleagues that civilians don't get training holidays, 30 days annual leave, housing allowances, or the chance to have lunch with a spouse so that they will get over the misperception that we have an easy life. One suggestion is to give us training holidays as compensation for the unpaid Saturdays that we teach.

Push Title 10 changes that allow the more complete integration of civilians into the faculty.

Treat all civilians as other than an evil to be endured – WP treats almost all civilians as 8th country nationals – civilians cannot even join the sacred Wives Club! Overseas (OCONUS) the Army preaches that you are an integral part of the Army family abroad and practices it. CONUS civilians at WP are dirt! Librarians at most respected academic institutions have academic status and a 2nd Master's degree or PhD required.

Senior civilians need to be seen to accomplish more than just teaching. Maybe send a copy of the quarterly report to all faculty members to see the accomplishments of the Academy!

Help some of the junior military faculty, especially those in course director position, etc., to understand the role of civilians.

I believe that the grouping of civilian faculty with GS employees together, to wit, bi-weekly timecards are required on both, is demeaning. I would hope that we (USMA) would request a change in the law. Finally, I would like to see 12-month contracts with our civilian faculty.

Develop a fair pay policy for civilians. The current one will not work. Develop a policy that fully integrates civilians into all aspects of the Academy. Anything less is morally wrong.

Spare not effort in integrating civilian faculty into the USMA culture. Worst problem is with junior rotating faculty who may see civilians as a threat and feel they are not as qualified because they are not Active Duty.

Make West Point a better place for civilians: improve pay (2-3 years without a raise is not acceptable), improve benefits (every year cost goes up and coverage declines), flexibility in work schedule, reward exceptional performance (cash awards available but occur far to infrequently to be a positive influence), and more opportunity for additional training/courses.

Have clear policy statements about retention and promotion for civilians; switch to an 11-11-11 pay schedule for civilians.

05. INSURE MAINTENANCE OF ACADEMIC STANDARDS

053. COORDINATE WORK ACROSS DEPARTMENTS

Perhaps something to achieve better cohesion of all the departments (sometimes, it seems as though the departments are working against each other). We're all working towards the same goal. Beyond that, nothing.

There is a need to integrate the various departments at West Point. Presently each department is very disjointed from other departments. This is especially important for civilians due to the smaller number of civilian faculty in some department and also because opportunities for successful academic research at West Point for smaller departments will require projects that are cross discipline and combine the resources of several departments.

055. INSURE THAT CURRENT STANDARDS ARE BEING MET

Insure some consistently high teaching standards are maintained, still within a framework that allows a high degree of freedom. (e.g., clean boards are important, and it doesn't hinder what I do in the classroom one bit!)

We just need military leadership. We use academics as a convenience, not to apply and enforce standards.

Continue to emphasize the cadet centered learning and that our academic mission is important. Remember, computerized projection of PowerPoint slides does not equal cadet centered learning.

Do something concrete to make department members, both senior and junior faculty, teach in a manner which requires active learning. Make it easier for leaders within departments to enforce Army standard. Enforce Army standard of referring to seniors as sir/ma'am. Forget this nonsense of majors and captains on first name basis. Colleagues can still call each other sir/ma'am. We do it outside the confines of West Point. This practice only encourages belief in the Academy faculty being out of touch with the Army.

Maybe he could figure out a way to talk about active learning without using passive slides.

We need a major review of how we develop critical thinking skills in cadets. Neither cadets nor junior faculty are approaching the issue of learning from a perspective that encourages cadets to think critically. The core courses are entirely too uniform and dependent on memorization. We are more concerned with how well we teach than we are with what cadets learn. Senior faculty must get involved in the core courses.

06. ARTICULATE ACADEMIC PRIORITIES

061. PLACE TEACHING AS THE TOP PRIORITY

Any effort by the Dean to display more genuine interest in the work and accomplishments of a teaching department will surely improve the morale of personnel in that department.

The institution needs to re-dedicate itself to teaching by allowing the faculty to prepare for class and concentrate on academics. This has to be more than lipservice; something has to change. Yesterday, I was on the road at 0600. The sun was coming up, the hills were orange in the sunrise, three deer ran across the road – and I didn't give a damn. It was just another day where I was heading in early after working until 2300 the night before doing things I couldn't do during the duty day before – all classroom related. And I knew that, despite coming in early, I would still be behind at the end of the day, would still work either Saturday or Sunday for the same reason. Someone, somewhere, has to begin to say NO to the idea that instructor's time, outside of the physical classroom, is available for other things. It ain't. Teaching is a full time job – we're cheating the cadets. Class, to me, is often an afterthought to my day, as if it were a distraction.

It would be beneficial if both me (Dean and Supe) would state publicly that the actual teaching that takes place in the classroom is, after all, quite important and that it may even be one of the most important events that takes place here at West Point. Raising money and having to withstand (the often valid) criticisms of old grads are obviously quite time consuming, but it would be of some small degree of comfort to know that what we do in the classroom matters other than to those who listen to us.

Better define our priorities. We have five goals with teaching at the top. If we really want to be the premier leadership institution in the world then we must focus more narrowly on our product – 2LTs. Teaching does not get the time it needs and deserves in the crush of other activities. I feel strongly that we cannot place scholarly research at a premium here simply due its opportunity cost. The bottom three goals (service, cadet development, and junior faculty development) fall out of the picture for most senior faculty members unless they make a great sacrifice to carve that time out of their personal/family or professional lives. The result is that only the exceptional faculty member is able to shape and inspire cadets both in and out of the classroom. It is this dual impact that can most quickly move USMA from calling itself the premier institution to actually fulfilling that role and realizing the full potential of this marvelous place. We cannot do it all well. There are two imperative domains which by all rights and all rhetoric should be done well and I find us falling short in both. The Dean can focus us more narrowly on teaching and cadet development to make the experience here more productive for our graduates.

Encourage greater academic achievement and recognition of superior or innovative instruction. Speed use of classroom computer projection equipment.

Let me teach, just teach.

063. EMPHASIZE TEAM WORK CONCEPT

Becoming more involved in events that directly effect the organization. If this means getting rid of stalemates then we must take a stand and do so for the better of the organization.

When issues are raised of concern in the department, it is important to act in support rather than just listen.

064. MAXIMIZE INTERDISCIPLINARY EFFORTS

Hold some functions that involve all the Dean's departments.

With the Dean's encouragement, we are taking steps to integrate the USMA curriculum. It seems to me, however, that barriers to interdepartmental cooperation remain. I suggest, therefore, that the Dean's office sponsor (or showcase) a course (s) which involve (s) both team teaching across discipline (preferably with MSE and HPA representation) and a capstone project which requires cadets to integrate concepts from the various disciplines. Access to the particulars of the model interdisciplinary course (s) could inspire other faculty members to integrate their own portion of the curriculum. The Foreign Area Studies Field of Study (FOS) could provide an appropriate starting point.

I think developing interdisciplinary teams between the departments would be of great benefit to the Academy. I feel the competition for resources between the departments is counterproductive.

In my view, the Dean should initiate a few social activities and maybe one required academic conference at USMA to foster an exchange of ideas and the building of relationships across the departments. Senior folks in the departments (especially at the Academy Professor level), need to get to know each other better.

066. ARTICULATE PLANS FOR RESOURCE ALLOCATION

Provide more funding for AIAD's, TDY and conferences.

Answer some of these complaints. The renovations ongoing on West Point are important to the Academy, but the education of cadets is why we are here. It is wrong to sacrifice the quality of that education for the sake of saving a few bucks on the renovation.

Explicitly matching expectations and priorities to available resources.

Reduce the core engineer course requirement, as very few LTs and CPTs refer to such subjects as Thermofluid Dynamics in their military careers after commissioning.

Try to overcome apparent bias towards the humanities.

He needs to recognize that technology is not the panacea to the educational challenges at USMA.

Allocate resources based upon needs. Right now a huge imbalance exists between the workloads of many departments.

067. COORDINATE COMPUTER SUPPORT ACROSS DEPARTMENTS

Complete lack of understanding in some Academy quarters that teaching EE&CS is not the same as teaching a Liberal Arts class. Having to justify why EE&CS courses need to use computers in the classroom tells me that higher HQ does not understand what we do. Was really turned off when we were told to get like other departments. In EE&CS, we really try hard to do everything right and follow all the rules and I think we succeed. My perception (hopefully wrong) is that this is totally unappreciated outside of the department.

I some say manage the information technology better so the cadets and all the faculty are using compatible equipment and programs and not forced to update software and hardware elements so often (perhaps at the expense of having the latest software).

068. RECOGNIZE FACULTY AND STAFF ACHIEVEMENTS

Find creative, meaningful ways to reward faculty especially long-term/permanent faculty.

Offer award incentives.

And perhaps maybe singling out someone like me who has always excelled in their job and reward that attitude excellence by giving them the top grade in their series would motivate the many, just average employee to work harder with the hope of someday being rewarded.

The Dean could institute more ways to openly recognize excellence in teaching and in research.

Emplace an initiative to get civilian appraisals on time. Put more dollars aside for incentive awards step increases and bonuses. Reward those that are working their hardest for the good of the Dean's office. Take a stroll around the organization occasionally and see first hand what is happening, where and who is making it happen. The certificates on the wall are truly appreciated, but they do not help pay the bills.

Follow-up on this survey and reward workers that truly deserve to be rewarded and shift the workloads more effectively.

Compliment the work and achievements of individuals in the department. We are proud of our peers and won't feel slighted if the Dean compliments them individually in front of us. The other day the Dean seemed to poke fun as to why the cadets are majoring in our department. He may have meant no harm, but the impression was that he didn't fully support the academic efficacy of our majors. Hopefully, cadets major in our department because they are interested in our majors. Or maybe it's because we have a world class faculty that teaches them well in their core courses and have a good reputation in our electives. It's demoralizing to hear from the Dean that cadets major in our department because they fear the Physics and Math departments.

069. OTHERS, MISCELLANEOUS

Try not to reinvent the wheel. Seek those with the expertise who work smarter not necessarily harder.

Have a Christmas Formal? Ensure AAC officers receive the courses they need to they leave this assignment competitive with their peers.

Lastly, I would like the Dean to stop pandering to us during his annual briefings to the departments. I would prefer he had started with the issues slide and skipped over the rest. We all know where we stand in the leader development system, and we all attend the Supe's command interest briefings. We should be regarded as colleagues in the process of educating cadets for service, so start with the problems the Dean sees and ask us if the problems he's identified are the same ones we see.

Wear long sleeve shirts when the cadets do. Live the motto, Follow me, Do as I do.

Assist in the prevention of positions being cut, form what I have observe they are really needed.

07. STRENGTHEN POSION OF ACADEMIC PROGRAM AT THE USMA

071. ENCOURAGE SUPT TO ADDRESS THE IMPACT OF ACADEMICS ON THE ARMY

There is a perception in the Corps that academics are unimportant to success as an Army officer. The Dean could emphasize the importance of academics and encourage the Commandant to do the same; there is still too much of a split between the tactical and academic sides of the house.

072. ENCOURAGE SUPE TO FOCUS AS MUCH ON ACADEMIC PROGRAM AS HE DOES ON OTHER AREAS

Speak at the semi-annual command briefing along with the Supt and the Comdt. Each pillar should be briefed and then an overall wrap up on facilities, long range stuff, etc.

Take a more active role to insure that all these initiatives to make West Point more like the real Army don't continue to erode the quality of education here at the Academy. I noted that the Dean was not included in the Superintendent's PPW brief to parents, but that the Commandant had a major role. The Dean should be careful to help the Superintendent and the Commandant remember that Academics is a major 'pillar' in the West Point equation, not simply an afterthought.

Have the Supe put more emphasis on academics at his briefings.

Try to get the Supe to show more public interest in academic affairs.

This year, the Dean seems to be letting the Commandant and his staff make inroads into what has been heretofore regarded as academic time and turf. We get little enough of our cadets' attention in any one course anyway, since the cadets take to many; any attempt, therefore, to interfere with cadet weekend and evening time during the academic year must be resisted.

Before the next Superintendent's State of the Academy brief, convince the Superintendent to do a bit more than make a passing comment about how the money going to endowed chairs shows that academics are important too. That was the most blatant case of throwing the academic faculty a perfunctory bone that I've ever seen. I might be the only person who writes this, but a lot of folks are saying it. We pay a lot of lip service to making the cadets responsible for their own education. Yet our actions clearly hold the instructors responsible for all failures. Let's have it one way or the other, please.

Not so much the Dean, but I do have one comment. I have sat through two of the Supe's command information briefings. In the first one (Fall 1997) he did not mention academics once in his briefing. In the second (Spring 1998), he had one slide at the 45 minute mark talking about endowed chairs for three departments. This does not give me the feeling that academics is a priority with the superintendent, and I do not feel that he has given any feedback concerning his vision for academics here at the academy. I understand that sports and funding concerns are important, but I would like to be told how well the senior officer here at West Point feels the faculty is doing their job—are we meeting his intent? It would be nice to hear something along those lines.

There are private discussions in which some senior military faculty indicate that the academic accomplishments of the faculty take second or third seat to other activities at USMA. For example, the Superintendent could use one of his command information briefings to highlight the many accomplishments of the faculty over the past year. The faculty is working hard to meet a number of important goals, especially as the accreditation process hits full stride.

Give the academic program visibility at the Academy level. The widely held view among instructors is that the senior officers of the Academy devote little time (and resources) to Academic programs and issues. Case in point—the physical plant of the library is atrocious. Cadets, instructors, and visiting scholars deserve better. I argue that the library is much more central to the Academy's mission and purpose than Arvin Gym. I can workout anywhere—I can only find information to stimulate the intellect, the decisive component of leadership, in one place—the library.

Fix the semi-annual briefings. What the faculty really wants to hear is how well we are accomplishing the mission of the academy. The briefing should address those tasks which the Superintendent, Commandant, and Dean believe we should sustain and those areas we need to improve to better accomplish the academy's mission and goals. Also, some individual recognition at the briefings might do wonders for staff and faculty morale. Since the current semi-annual briefings seem limited to only construction projects, Army football and fund-raising, we get the indication that our contributions, being unrecognized and unmentioned, are not value. We cannot affect construction, football, or fundraising in a meaningful way, but we can affect how well we are developing leaders of character for the Army. Give us your perspective on how we can do it better and we will. This will also give the staff and faculty a better appreciation for what each other does and contributes, and will help build stronger bridges between the two.

Improve his annual briefing. Raise academic issues to the Superintendent so that the Supe will resource academic priorities, and not just athletic and construction ones.

Both the Dean and the Superintendent could point out that the Academic Program matters. Having sat through a number of command briefings, it is quite clear that the academic program is not a priority of either the Dean or the Superintendent. It is quite clear by now that restoring the physical infrastructure of the Academy and building more athletic facilities is far and above the most important thing to the Superintendent. It is also clear that the priority of the Dean is the integration of new technology into the classroom, despite the fact that the reading and writing skills of entering plebes is often quite poor.

Value and actively support measures to enhance the intellectual development of cadets and faculty. Examples (negative): I have heard the Supe talk extensively about the football program and sidewalks, but NEVER about academic issues.

This is more on the Supt., but during the CI Brief, he could spend less time talking about all the money that is being spent on projects and focus on what the faculty and TACs are doing and where he sees us going. The message I get is give more money to the AOG. The perception here is that an assignment as an instructor will not help your career, that it makes you less competitive than a peer that is with troops. Fix the perception at the promotion boards that teaching is a somewhat less important assignment than serving with troops. You want us to train and educate your future leaders, yet you do not want to give us credit for doing so. If this trend continues, it will be increasingly difficult to attract quality officers.

Convince the Superintendent that academics is more important than his semi-annual briefings reflect.

073. SEEK BETTER BALANCE BETWEEN ACADEMICS AND OTHER TWO PROGRAMS

The Dean should continue to promote scholarly activities that encourage intellectual pursuits by cadets. Consider the amount of time that was spent at the Supe's Semi-annual Command Interest Briefing on academics. The Cmdt was given time, but not the Dean. It gave the impression that roads, sports, and the old-grads are more important than academics. If we are to continue to be a top-tier university, we need to be promoting learning not just as something that supports military service, but also as a pursuit worthy on its own merits.

Enhance the political standing of academic performance, and lessen unnecessary demands placed on cadets having academic difficulties. Also recognize that development of a quality academic program will have its dynamics; one year will not be the same as another year. Some things will work, other won't.

Currently it seems like all of the changes at USMA are ones that emphasize the Cadet's military responsibilities at the expense of their study time. I believe in a strong military emphasis here but I am concerned that we are eroding one facet that allows us to attract the very best HS students and provide excellent service to the Army. We need to maintain our excellent academic reputation.

While the academic side of the house fails to articulate the importance of learning, the military development side is sucking up resources and further emphasizing training over learning and thinking. The positive side of this is that the leadership climate in the Corps is improving over time, but the academic climate is continuing to slide downhill.

Make clear the integration of the academic program with the military and physical programs so that we all know that we're pulling together toward a common objective... the same comment applies within the academic program itself... maybe Educating Army Leaders... is the vehicle for that clarification.

074. PROTECT ACADEMIC PROGRAM FROM FURTHER BUDGET CUTS

Improve the support structure, which is under siege from budget cuts.

075. DEFEND FACULTY TOUR TO DA PROMOTION BOARDS AND OTHERS AS AN IMPORTANT ARMY JOB

Continue to work relations with the active Army in regard to roles and responsibility of Rotating Instructors at USMA.

Continue to stress the 'its not the end of the world if you don't make CGSC' speech – as I see it, this seems to be the critical issue on the rotating faculties minds during the fall, into the December announcement, and for months afterward.

I think we have one of the best command climates I've ever seen. I know that doesn't help, so I'll try to answer the question: I guess I'd try to enhance the prestige of the assignment. Especially with the new OER going into effect, people are worried about future employability. If we had more exposure in the military literature, more proponents on DA boards, a more favorable reputation with the rest of the Army, it wouldn't be such a killer assignment to come here. I actually was told I had to write and sign a letter stating I understood I was hampering my promotion chances by accepting direct fill assignment.

Fight to establish within the Army that West Point is a career advancer.

Command climate at USMA is really very good, but much needs to be done about improving it in the Army at large. Dean should work on the way USMA is perceived by the Army.

Take care of your tenured military faculty. Many fine officers will decline coming to USMA if they aren't promoted with their peers!

A clear academy design for promotion of senior faculty to LTC and COL. Leaving it totally up to a board based primarily of jobs done prior to appointment to academy professor makes this job less meaningful and applicable to success in the army! The dean's office must make all academy professors feel pride in their accomplishments. All should be evaluated or compared as to accomplishment of set criterion.

I really don't have any good suggestions. I sincerely love this assignment and love being here at West Point. Though I must admit that cadets don't see that much from their instructors or TACS. It is the cadet's perception that most of the officers here were forced at gunpoint. I thoroughly realize that cadets are cadets, but it disturbs me to think that there is such a wide-ranging perception among cadets. I think the Dean may want to have a heart to heart with his faculty and simply find out those who don't want to be here and send them to the NTC as Observer/Controllers. Then they'd really have something to snivel about. Perhaps some of the really high-speed officers here need to be reminded that they ALL aren't going to be the CSA or even command brigades. I think many officers here see this assignment as a roadblock in their path to greatness. But, of course, NONE probably complained as they were getting their fully funded MBAs from Harvard, MIT, or their CS degrees from Stanford. This job is too important and cadets are too great of Americans, to have to deal with people who are unhappy. My sentiment is, if you can't be happy here at West Point, then get out of the Army, because you'll probably never be happy anywhere.' I apologize for rambling and being somewhat unprofessional, but this is an issue that has been bothering me for quite some time and one that perhaps the Dean could address.

Continue to ensure that PERSCOM supports the Academy through assignment of quality officers to the faculty, and pushing to ensure promotion/selection boards understand the value of an assignment to the Academy, to both the individual officer and the Army as a whole.

08. IMPROVE ORGANIZATIONAL EFFECTIVENESS

081. ROUTINELY REVIEW AND UPDATE DPOM/REGULATION GUIDELINES

Ensure all departments are doing their fair share in washing boards at the end of the AM and PM teaching sessions.

Do not make football games mandatory for the cadets my thought is that you (we) would get better cadet attendance at other important cadet sporting events that way.

I would like to see an improvement for submission of travel vouchers to Rome, NY. At this time, working in the central area, one must make a specific trip across post (giving up a precious parking space) to hand deliver the voucher to Bldg 625 (Finance). Also, the doors are locked at 1600 to the Bldg so that you cannot drop the paperwork off after hours, perhaps on your way home from work. There should be a night slot available (as in the library or video store) where you could place the paperwork in a safe place once the doors are locked. This is quite an inconvenience. Or, could we install a drop-off point somewhere in Bldg 600, a centralized point for everyone who works in the central area and insure that it gets picked up every day by someone from the finance office.

082. PROVIDE ADDITIONAL SUPPORT STAFF

Graduate assistance :-)

Increase the staff by about 20% or so.

- 1) Get the Academic Dean and Library Supervisors to work until 11:45 and come in early the next morning on a REGULAR BASIS so they know what sleep deprivation is.
- 2) The library is not busy after 10pm except as a very expensive study hall to a few cadets. CLOSE THE LIBRARY EARLIER

Realize it is not just the militia and higher graded civilians who contribute to the academy. The command needs to realize that, just because other areas downsize, such as CPO and Finance and Accounting, it does not mean that we have the resources to keep absorbing their work.

Relook TDA to consider outreach commitments, infrastructure support, as well as teaching loads. Staff so outreach and research with Army clients can be done as a mainstream activity rather than an additional duty.

085. LIMIT EXTERNAL TASKING (THOSE COMING IN FROM BEYOND DEPARTMENT/AGENCY)

Fight for policies that support academics and that protect the faculty time from encroachment from non-academic requirements.

Work to implement the suggestions about external taskings outlined in number 52 above. The members of the academic departments really need some protection from the many and questionable requirements that we must work to fulfill.

086. BRING IN EXTERNAL EXPERTS IN ORGANIZATIONAL EFFECTIVENESS

The manpower survey was a step in the right direction.

087. PAY PEOPLE IN ACCORDANCE TO THE WORK THEY ACTUALLY COMPLETE

Pay the people who do no work the amount they deserve and get rid of the people always taking credit for what you did.

Work on setting the pay more in tune with private industry. I understand that there is a prestige working for the academy. But, we will continue to

089. DECISION-MAKING/CHAIN-OF-COMMAND ISSUES (PRO/CON)

There is some feeling that decisions at the institutional level are being made on very important issues (e.g., mission statement, allocation of resources, eliminate a cadet company, etc.) without systematic and deliberate input from the broader faculty and staff community. The input would not necessarily alter the decision, but would illuminate many of the second and third order effects and better inform implementation. There is a sense that input from the broader staff and faculty is requested only after the senior leadership has already made their decision and are almost ready to implement/execute. The result is reactive action and less than optimal faculty and staff ownership for the implementation of the decision.

As long as the chain of command continues to realize that we're given more work than time, and that each of us has suspenses we're not going to make and tasks we may never do at all; and continues to respect our decisions regarding which suspenses to meet and which tasks to skip, then we're all set. The only alternative is to take a more active role in managing how work is assigned, but that would take more time on the part of the chain of command, and we know that they're busier than we are.

Treat all the LTCs alike, rather than rotating faculty and tenured faculty being treated differently from a social and professional stand point.

Rotate the permanent faculty more. Send some out to Divisions for a three-year tour.

Decentralize the power structure of the institution. Make the education process more participatory.

The Dean could emphasize that when he talks about the importance of teaching the cadets as the highest priority at West Point, so much that he plays a portion of Dead Poet's Society to the faculty to emphasize the kind of teaching he wants, he ought to try to make it believable. Almost every member of my department with whom I spoke after that presentation during New Instructor Training told me that even if the Dean wanted that style of teaching (which he really didn't) the department heads did not.

There seems to be a fair amount of time wasted during NIT. Instead of giving some of the redundant briefings, coordinate to have new personnel rotate through an orientation with the other departments. This would both introduce them to their colleagues and give them a better sense of appreciation for the roles/missions of the other departments. This might help preclude the tunnel vision that often occurs within the minds of instructors, causing them to think theirs is the only important course, etc.

Be more selective when choosing his subordinate leaders. Hold them to the rules and regulations that govern other employees. Demand they do their job and lead.

I feel that the Dean should encourage divisions to use the chain of command at all times. In doing so, I feel that we can operate more efficiently within the O/Dean and in dealing with other organizations. Respecting the chain of command is critical for ensuring full communication and productivity.

ASK THE DEPARTMENT HEAD WHAT HE/SHE IS DOING TO IMPROVE THE CONTENT OF COURSES TO ALLOW INSTRUCTORS THE FREEDOM TO SPEND TIME DEVELOPING DISCUSSIONS AMONG CADETS IN CLASS ON THE TOPICS ASSIGNED. DOES A COURSE HAVE TOO MUCH IN IT, SUCH THAT NOT MUCH MORE THAN A BRIEF DISCUSSION IS PERMITTED BEFORE YOU HAVE TO MOVE TO THE NEXT LESSON.

People most effected are in a catch-22 situation and dare not discuss the Library administration because of certain reprisals.

Supervisors in managerial positions could be required to attend classes which stress people skills.

Stop some of the whining and petty infighting between senior faculty and the departments; this along with the garrison Commander holding the West Point Community responsible for their impolite, rude and often improper behavior of their family members;

Consider the opinion of the faculty in decisions which affect the administration of the department. For example, none of the faculty were allowed to vote for the deputy department head.

I am under the impression that my department is entirely too top heavy. If the workload was distributed fairly the climate here would improve. It has almost become an us and them organization.

My comments are external to the Department and pertain to our (of which I am part) chain-of-command. I am troubled that the Dean has to periodically remind instructors to enforce regulations or that our majors (cadets) are able to say that only we enforce regulations: a. Cadets are expected to ask before leaving the classroom during class. b. Cadets may not wear sweats in academic buildings. c. Cadets may not chew gum. d. Cadets should footnote all external assistance as per the Documentation of Written work. E. Cadets stay at club or corps squad activities beyond permitted times. What can the Dean do? It is a chain-of-command challenge. Certainly, the number of times that the Dean must remind Departments of regulations indicates that the chain-of-command is flawed. What degree, I am unable to judge, but that is one purpose of a survey – to judge if a problem exists.

Resolve issues surrounding NCOs assigned to departments that are also assigned to HHC 1/1.

Talk to the Battalion Commander about not micromanaging his organization.

09. CADETS

091. ENSURE ACADEMIC PROGRAM IS TIED TO CADETS' FUTURE ROLE IN THE ARMY

Ask cadets to fill out a survey on how to improve services to them.

093. EMPHASIZE ACADEMIC FOCUS AMONG CADETS

Make the academic portion of the overall GPA weigh more. I think that that will get their attention in the classroom more. The cadets have their commissioning as their motivator to do military well. Sometimes I feel that cadets give academics an economy of force mission.

095. GIVE CADETS GREATER PERSONAL RESPONSIBILITY/ALLOW TO FAIL

Assess more capable cadets.

There is a perception that cadets graduate regardless of what they do in the last year. It seems that the responsibility for learning rests on the shoulders of instructors and not the cadets. This needs to change.

Allow the cadets to have the freedom to take responsibility for their academic achievement. Do not protect the cadets from consequences of their own academic failures.

Discontinue cadets who don't meet academic standards. It's disheartening when a cadet fails one class only to show up a year later and predictably fail another class. We know this cadet is barely qualified for the kind of service the army expects, but we walk him across the dais on grad day, and the cadet throws his hat in the air like all the rest. The he becomes a field commander's problem. Enough chances is enough chances. Fair, compassionate, kind and even solicitous, but still sober and focused on the main thing.

We also need to stop coddling cadets that do poorly in academics. It almost seems you need an act of Congress to kick marginal cadets out of West Point.

I am disappointed in what I see as an erosion of academic standards in favor of better grades and higher course enrollment. I believe that the political pressure that department heads are subjected to encourage them to ensure that students enrolled in their courses perform at a certain grade level rather than at a certain skill level. Additionally, I see departments sacrificing academic integrity by adjusting grades of failing students so that they will pass the course and move on. After sitting in on the class committee meetings, my feelings have not changed.

I also feel a not so subtle pressure to give cadets good grades whether or not they deserve them. I believe this is for retention, but maybe it is for other reasons. I think the Dean can help a great deal in his guidance to the

While I know that we must do our best to make our classes interesting it is the responsibility of the cadet to learn and succeed, not the professor's. We need to be able to let cadet's fail, without feeling like it's our fault and we need to cover our tail. The requirements for counseling, AI and record keeping make it seem like it's the professor's fault if a student fails rather than the student himself.

097. CONTINUITY IN ASSIGNMENT OF ACADEMIC ADVISORS

Perhaps we could revamp the idea of the academic advisor—it seems that we have a series of overlapping or redundant positions. A cadet should have one officer as his or her advisor, preferably the same one for more than just one academic year. Perhaps we could integrate this with the sponsor program.

10. ASSESSMENT INITIATIVES

101. PRO

Survey other successful academic programs and be willing to adapt good and innovative techniques/ideas.

I don't think there is necessarily a problem with the command climate, but more a problem with perception of West Point and it's senior faculty. Many times I've heard the catch phrase (and not just in my department) that the permanent faculty members keep their fingers on the pulse of the Army. Yet, having just come from the field, I think they don't realize the change in perception that coming here to teach is not career enhancing. I think this is becoming more evident by the decreased selection rate for CGSC.

For a nominative assignment, why is the CGSC selection rate so low?

None of the senior leadership at USMA have adequately addressed the downward trend in CGSC selection for USMA faculty. Given that this is a nominative assignment, I would expect the USMA faculty selection rate to CGSC to be at least several percentage points above the Army average.

Really is quite good considering the pressure the academy is under (\$\$, results, etc.). Explain to outsiders that promotion rates, retention rates, etc. of our cadet graduates is NOT the only way to measure USMA performance. Quality of the LT is the first 3-4 years of service is well-above the normal LT. THIS IS IMPORTANT as soldiers rely on their jr. leader's decisions. Their performance after graduation is overlooked since it is hard to quantify so comparisons are made later at the 5, 10, 15 year mark where everyone has had an opportunity to learn and become equals.

102. CON

11. PARKING AND TRAFFIC ISSUES

111. MISCELLANEOUS PARKING PROBLEMS

Alleviate the parking problems in CPA.

The command climate has improved since last year. The biggest problem is the one that affects everyone who works in the CPA – parking.

112. MISCELLANEOUS TRAFFIC CONCERNS

Remove the barriers from Parke Road (the road running between quarters 101 and 102) and open it to two way traffic.

12. HOUSING

Work through the Garrison Commander and the DHPW to ensure that family housing on post is not a huge distracter. With all the progress being made around here, families are beginning to be lost in the shuffle.

Housing is absolutely unfair and corrupt; needs to be totally restaffed and stop playing favorites and politics;

Fire the people that run Post Services, such as the PX, Housing, and Recreation Services and hire new people that actually care about their customers – I cannot overstate this point! I have never met anyone stationed at West Point, in the grade of O5 and below, that has ever said anything good about Housing or the PX.

An important issue that USMA that needs to address is the housing issue for the military people. Specifically, the lack of oversized housing. For decades there was an oversized category, rank non-essential, for large families. Petty envy of those who feel they deserve whatever they can take from the lesser-in-rank has taken all of those units. A few units were set aside last year for LTC's and above, this was a nice start. But doesn't help those in the direst of need. Saying that we are building units in Gray Ghost II doesn't elevate the immediate need caused by this excuse for three years now. That we show so little human compassion for those in need and their children reflects poorly upon our community's concept of duty and honor.

The Dean should work to improve the poor support we get from garrison agencies. I waste too much of my limited time dealing with a substandard PX and commissary, cutting through the bureaucracy at DHPW to get service, and trying to get post agencies to support my assigned missions. We waste too much time because the garrison side of the house is not focused on customer service.

13. IMPROVE RELATIONS WITH USCC

132. BETTER COORDINATION WITH USCC

Continue to break down barriers between USCC/BTO and faculty. Have the Cmdt or BTO include us on the info loop, both electronically as well as in person. Dean could reciprocate. Inter-departmental teaching and learning is a super idea, but without significant command emphasis it may be too much extra work for individual instructors to make happen. Board washing...doing it is no big deal. However, the dean's guidance and intent may be different from what has trickled down. Yes we need to police ourselves and be professional about maintaining the rooms. However, to wash boards after every class (a current policy) does not work well. With the maximized use of classrooms, most are used back to back by various instructors. For me to finish my class, address any of my student's questions, gather my stuff, and wash the boards, I usually end up being in the way of the incoming instructor, never mind her or him having to wait for the boards to dry before starting her or his own lesson prep. He and I had an agreement to make sure that last person in the room in the morning would wash the boards.

It would be helpful if the office of the Dean and the office of the Cmdt worked together more closely (maybe just put out more information about what is happening within their arenas). I sometimes feel in the dark about what's happening (with cadets) outside the classroom.

Continue to work on the Commandant's Office-Dean's Office relations: It has improved tremendously this past year.

Develop better information flow of USCC activities with Dean activities (i.e. Uniform changes, award formations etc.)

From the standpoint of military discipline, the cadet corps in general seems to be a bit lax. Cadets have been wrecking the drafting rooms on the 5th floor of Washington Hall and using the DIRT rooms as mini dayrooms to watch evening sitcoms. Personnel on tours have also trashed these areas with food and the accompanying trash. That is, however, more of a Commandant issue.

Fight for an attitude within USCC that academics are worthwhile.

It is extremely frustrating to constantly try to teach cadets who come to class unprepared. While the new Cmdt is doing some positive things, he is making changes at the expense of academics. The message from the Cmdt is that military subjects are more important than academics, and the cadets are getting that message loud and clear. If the USCC chain of command held cadets responsible for the academic performance of their subordinates we would all be better off. If Yearlings and Cows were not allowed to take pass if their Plebe was failing a course we would likely have less Yearlings and Cows telling the Plebes that their mission in life was to waste so much of the Plebes time that they fail out. Trying to cause your subordinate to fail is not what happens in the Army, but is accepted as a way of life here.

Fight the continuing devaluation of academic rigor. Give instructors similar control over cadets to those of the TAC, e.g. authority to pull pass privilege to include OPPs.

Help the Cmdt put military back into USMA by giving back the time to teach military science as a semester-long course instead of as a two-week spec and dump class.

Eliminate the perception in USCC that the military academic faculty must be re-greened—in fact, strike that term from the landscape at USMA. It's demeaning and inaccurate.

Stop allowing the faculty to be identified as the weak link in the system by other parts of the academy. When cadets struggle in class, the email and other messages that come from coaches, TACs, and especially the Cadet Chain of Command, all have CYA written all over them. Rather than doing their part, within their realms, to enhance the cadet's academic environment, they demand accountability on our part, even try to dictate corrective action on our part (implication: we aren't trying hard enough). Some even have a formula for specified number of hours that we should spend with cadets in AI per week. When do I get to demand that a cadet company follow a policy of mine? When do I get to demand that a coach or a TAC justify or account for themselves to me? The answer is I can't and don't. However, these things seem rather routine in the other direction.

Look into finding a way to integrate material covered during intercession at a different time. The cadets don't always seem to appreciate getting two-week crash courses in information they've either already been exposed to or know they will get in their basic courses as soon as they leave West Point. It puts a strain on the instructors to prepare and then teach for four hours every day and try (usually in vain) to prepare for the next semester. The officers I've talked to felt that they were not as prepared to teach during the spring semester because of this, and had to spend the first few weeks of the semester trying to catch up. Also, it's a little more difficult to enjoy Christmas vacation when you know you are going to have to teach during intercession, and therefore feel like you have to spend some time preparing lessons.

Reduce the staffing requirements for CPT. Platoon trainers are superfluous and actually get in the way the Cadet chain of command.

A better bridge needs to be built between the academic side of Thayer road and the USCC side. We are both working to train the best leaders for our country, but it often seems like we are opposing forces.

Take a firm stance with the Cmdt and DMI with taskings. I am all for supporting the mission of the academy. But if we can do it in a way that is more fair to ALL officers we owe it to ourselves to do it this way.

The focus of this institution needs to be adjusted to making the best 2nd Lieutenants as possible and not the best students.

Raise cadet academic standards. It is very frustrating to teach when cadets spend so much of their time on other activities. The total cadet is important, but the level of scholarship at the Academy is very poor. Departments.

Work to build a bridge between the USCC staff and the Dean's staff. We are on the same team, with the same objective. Yet, we are not included in Cmdt's briefings, changes in the Corps and there seems to be a competition between the Dean and the Cmdt, not a cooperation.

Increase communication flow between USCC and instructors – we often find out about major changes from Cadets. Inclusion in the decision process for major USMA decisions. Honor code: Cadets and officers alike have become cynical about the effectiveness of the current Honor Board system.

Make cadets work on becoming leaders. There is too much of a gap between intellectual development and leader development. You CANNOT separate the two!!! These cadets will lead soldiers—which requires discipline and time management. We need to stop compartmentalizing their time so much. A and B weekends are bogus. Cadets think that B weekend no work. The also think school night = no room standards. We are training cadets to survive in a sterile environment—not the fluid, challenging environment they will encounter as leaders.

134. SUPPORT USCC AND MILITARY APPLICATION

Support the Army value and emphasize military application of academic work. Not denigrate militate training as a distraction to cadets. Value military as well as educational experience. (Dean's staff more than the Dean himself)

14. USE OF COMMAND CLIMATE SURVEY

141. PRO

Keep emphasizing its importance.

The overall command climate is excellent.

Compare the climates in each department and try to understand why they are so different. Get the command climate information out the those hat take the time to respond (the last one was kept secret in this dept.) Don't ask questions like 57-60 how can they be of any value. You do not have sufficient diversity here for those answers not to encourage backtracking. It is typical of the majority ethnic/gender groups in workplaces like this one to show extreme and repeated insensitivity to these issues.

The next time you do the command climate ask for names. No one here should be afraid to give his or her name. Ask questions in a manner that allows respondent to relate to his or her particular job.

142. CON

A main benefit of the command climate survey is looking your troops in the eye and hearing what they have to say. I think that a lot of that is LOST when we continually use the computer fill-in forms. I feel that these items merely extend the gap between the echelons of authority.

143. DEPARTMENTAL COMPARISONS/ANALYSIS

Comparing departments with others and recognizing those departments that have a much heavier workload and are still maintaining their goal of excellence at the Academy.

144. USE OF FOLLOW-UP REPORTS

We have mastered the ability to collect data for assessment. Yet the results of that assessment are rarely seen – hence from my perspective we are not assessing merely data collecting. I assume there will be another command climate survey next year to serve as the metric that we regularly assess command climate. I never saw last years complete command climate to determine if anything was done to make this survey other than a repeat performance.

Somehow communicate to the academic departments that we are being listened to. Collecting survey data is one thing, but the faculty need to see changes resulting from these suggestions.

Respond to the feedback on these surveys in a meaningful way that indicates that these surveys and our ideas are valued and important.

145. CLARIFICATION OF ITEMS

Last question. Does it matter that I am not a grad? The rest I understand. This one I do not.

Not sure if this is the correct place to discuss these problems but I am certain that questions 54 to 60 are inappropriate to ask; recommend they be deleted in future.

15. ORGANIZATIONAL CLIMATE

151. GOOD CLIMATE – NO COMPLAINTS

I think that the Dean has established a favorable command climate, and is doing all that he can to live the vision. I think he walks the talk where education is concerned. This is a great place to work.

I don't have any complaints with the job the Dean is doing. It would be very difficult to make everyone happy.

At present, I think the Dean has a good command climate. I have no suggestions.

Nothing. It's great!

Command climate here is good. We all know that the crazy workload is the same everywhere.

There is nothing that needs to be improved.

In our department, the command climate is great...I appreciate the Dean coming to our department to talk about academic issues.

I can't fairly say at this time. Once again, I believe that, at least within my department, the command climate is healthy. If it ain't broke, don't fix it.

Gen. Lamkin is presently doing things that will enhance the climate, such as departmental visits and working towards getting civilians off time cards.

Nothing-great as is.

Nothing – no actions to recommend.

Command climate is good. The individuals in the chain and the linkage between the individuals are effective, and for the most part, work well.

The command climate within my Department is excellent.

My understanding is that everything is very well done.

I work directly for the Dept. Head and he is one of the top 2 or 3 senior leaders I have served with in the past 18 years.

The command climate is great, and getting better,

Without being too deliberate about it, maybe tell us how good we really have it at USMA; teaching hours, provision for research, motivated students, classroom conditions, etc.

I am very happy with the current command climate.

In terms of command climate, nothing of note.

Do not break what is not broken.

From my perspective, BG Lamkin is doing all that he can do. He lets the faculty know explicitly what he expects, he is visible to the faculty (briefings to the assembled faculty and to individual departments, classroom visits), and he seems like a person who is open to suggestions.

He's a nice person. We like him. We mostly trust him. He has a hard job in a hard time. We know that, but he has to make the arguments we cannot make. I wouldn't want to be the Dean right now; we wish him well.

Keep telling us that we're doing a good job. I thought it was good idea for him to meet with our department to give us feedback and entertain our questions. The experience was a positive one that re-enforced the notion that all of us are committed to making USMA the best it can be.

This seems to cover things fairly well. Nice job!

Command climate is very good.

Overall, it is very positive. No changes needed. Keep up the great work.

Everything seems fine to me.

The command climate is fine in this department; I can not say what might be effective in other departments.

Nothing. I am very happy with everything.

I think it is excellent as it now stands.

Nothing mere. Many of the changes, such as decentralizing the administration of the APFT, have helped greatly.

I think he's doing an excellent job.

This question is not easy to answer for a civilian. I do not consider the Director of the Library a Commander. I do have to say, that he meets with the different divisions to find out about our 'command' climate. He has an open door policy. We can talk to him any time, if there is a problem. Furthermore, I am fortunate, that my supervisor also have an open door policy.

I do not believe that I am qualified to address military command climate.

I honestly feel this is pretty good right now – no changes needed.

Overall, I do not believe that there is anything the Dean can do to enhance the climate within the department.

I don't believe there is any significant problems that should be addressed.

Don't know. At my level I see little direct Dean influence.

The command climate is fine the way it is.

Nothing, he is doing a good job now.

Overall, command climate is outstanding. The best if seen in any unit.

My concerns are at departmental level, no improvements are recommended at this time.

Command climate, in my opinion, is very good. This is especially true at the dept. and academy level.

The overall command climate is positive.

I am very satisfied with the command climate.

16. NO OPINION

161. DON'T KNOW ENOUGH TO MAKE A RECOMMENDATION/NO OPINION

I don't know

I cannot think of anything.

N/A

Not sure.

No recommendations...

Nothing.

I do not know...

No comments

None.

No comment.

No comment.

N/A.

I don't have much to do with anything outside of my organization. So, I really can't contribute anything to this question.

No opinion.

N/A

No comments necessary.

I don't have any suggestions.

Not sure.

Unknown.

Nothing

17. MILITARY STANDARDS/PROGRAM

172. SUGGESTED CHANGES TO THE MILITARY PROGRAM

Have more duty days where the uniform is BDUs

18. ENHANCE CURRICULAR FLEXIBILITY

184. CHANGE THE CURRICULUM

Spread core courses more equitably across departments.

185. PROMOTE FLEXIBILITY IN SCHEDULING

Specifically, I think it is counterproductive that cadets are held responsible for their course schedules yet BS&L DACs "make" their schedules for them. This leads to a situation in which the cadet is ultimately responsible for something of which she/he has no direct control. If we truly want cadets to be responsible for their course schedules, then, in order to instill a sense of ownership over those schedules, it would seem logical that they should be responsible for making said schedules. However, I have reason to believe that BS&L's policy on this matter actually stems from an underlying problem which is the impetus for the answer given in question 30.

Plan the academic schedule so that we do not have the two Saturday classes second semester.

One of the best improvements which the Dean could make would be to change the current schedule from a one day/two day to a regular college class schedule. Cadets would take classes Monday/Wednesday or Monday/Wednesday/Friday or Tuesday/Thursday. Dean and Cmdt's hours could still be integrated into the program as well as labs. This would give a sense of normalcy to the academic schedule.

19. PROMOTE SAFETY

192. SUPPORT SAFETY CONCERNS OF SHIF WORKERS

The Dean could be more supportive of concerns re safety issues for shift workers.

20. RESOURCES

201. IMPROVE GRADES PROGRAM

I believe the reason BS&L has the policy of making cadets' schedules for them is because the system to make schedules – ams – is so poor. With specific reference to ams_, I am “very” dissatisfied with the equipment available to do your job. “Every” time I have the misfortune of using this system, it inevitably results in intolerable levels of frustration. I feel especially qualified to address the shortcomings of this system because my field is Engineering Psychology. One of the goals of this field is to make computer systems user friendly.

I can assure you, as a trained professional in this area, that the ams system is a TEXTBOOK CASE OF AN “EXTREMELY” “POOR” USER INTERFACE. It “undeniably” violates just about “EVERY” principle of good design accepted by my field. I am certain that it was quite acceptable when it was designed as it was limited by the technology available at the time – but poor user interfaces should no longer be tolerated as acceptable with today’s level of technology! I am taking this opportunity to address this issue because I regard the ams system as a serious roadblock to every faculty member accomplishing his or her job duties without an undue amount of stress and frustration.

202. INCREASE AUTHORIZED INSTRUCTOR SLOTS TO REFLECT ENROLLMENTS

Increase the number of authorized instructor slots in our department to reflect the number of students enrolled in our basic courses. Sections of 19 students are common in our basic language sections. This many students do not allow us enough time to provide individual attention to the students that need it.

Push the truths communicated by the Manpower Survey. We are dying down here in the trenches. Send reinforcements!

Ensure that departments are equitably resourced. I am always amazed when I run into rotating faculty from other departments who have loads and OPTEMPOs that are SIGNIFICANTLY less than the average rotating faculty in this department. How can that be?

Find a way to give us more faculty.

Provide more faculty.

Provide more instructors.

More faculty. Ensure that the workload across departments is more evenly balanced.

I understand what the Dean is saying about moving faculty around but it seems ludicrous that there are departments manned to the same size as ours with 10 – 20 cadet majors when we have over 200. What message does that send to the cadets about the ability of the Army to flexibly task organize?

Rework the faculty allocation model to reflect the changes in cadet majors. It is not a one year fluke. It is a trend.

203. INCREASE RESEARCH SUPPORT/TRAVEL MONEY FOR RESEARCH PRESENTATIONS

Continue/increase support for research.

Hire another person for the research office so they can more adequately address their mission.

Provide more travel money to the Department of Mathematical Sciences. With our efforts in the Core Mathematics program we have one of the leading mathematics programs in the United States. This needs to be disseminated across the nation.

204. BETTER UTILIZATION OR SENIOR FACULTY

I do not think that the Dean spends much time with his most important resource, his permanent faculty (besides the Department Head's). We rarely meet with the Dean for off-line discussions on the health of the academic programs and the needs of cadet development. The senior, permanent faculty is not treated by the Dean or the institution in anyway that makes us special, or valued more than other faculty members. We receive no awards or recognition for the work and sacrifices that we make. We can go for years with any kind of recognition such as an Army medal, for what we contribute day in and out. There is little outside recognition that the permanent faculty is truly valued by the institution, or by the Army. Everything around here is based solely on one's rank, regardless of responsibility or position.

205. IMPROVE RESPONSIVENESS OF DEAN'S OFFICE TO DEPARTMENTS

Establish a support mentality in the staff. The staff is not customer oriented they seem to feel that their mission is not to support, but to control, the academic departments. Maybe the mission of the staff could be better defined. Is the mission of the Dean's staff to support the academic departments so that they can focus on our core mission – or is the mission to collect/distribute/collate/pass memoranda? The bureaucracy stifles creativity, and progress. I can't count the times I've heard We've never done it that way.

Increase communication between MACN-ARD and the faculty. Periodically provide faculty with information on Army, NSF, etc. research opportunities.

Speed up processing time for requests. One request that I submitted sat in the Dean's office for 4 days.

Fix the Dean's Documentation of Written Work so that it is understandable.

Class size and teaching loads are getting to be great concern. Resources do not seem to match requirements. Dean's office seems reluctant to make information on majors, class sizes, teaching loads available as if there is something to hide. Instructors who feel overworked could be informed that they are not, if cross department data was made available. Or if there are gross mismatches in loads, corrective action should be taken.

Take a more active role in setting guidelines; make some attempt at clarifying the priorities of use for Lab, evening lecture conflicts...

206. IMPROVE LIBRARY RESOURCES

If we will have a state of the art boathouse and tennis complex, why can't we have a state of the art library? I know improvements to the library are ongoing, but I am not convinced that the facility will be state of the art like the proposed athletic facilities.

Perhaps most important for the academy as a whole, increase dramatically funding for the library, particularly in terms of acquisitions.

207. OFFER GUIDANCE IN COST/BENEFIT ANALYSIS

On scarce resources: 1. Provide clear guidance on how he'd like to see the trade-offs made in an environment of scarce resources. Right now I believe that task is to make it all work somehow. 2. Reduce the support taskings on military faculty support to Beast and Buckner. For example, the LNO at Ft Benning was required to be a master parachutist with three years of jump status. Why not a requirement be jump qualified? If there is a reason, it was not explained. Officers can now expect to teach two intercessions and do one Beast or Buckner. That is an opportunity cost to me in courses and lessons that don't get developed as well as they could or in an officer who has to put in 14 hour days to get it done and has less time with the family.

208. UPGRADE TECHNOLOGY

If it is within the Dean control, let's get some 300-megahertz computer to replaced the 33's, 66', and 90's. We need to keep up with the newest technology.

Each Department should have at least 33% of the newest computers available to them.

To assist in teaching, I'd like to see some of the new technology equipment go to non-Engineering/CS divisions for use in classrooms. Presently, all the new, high-speed hi-tech stuff goes to the EECS folks, and very little gets to the Social Sciences/Humanities. If we could get some of the equipment in History and with the large amount of historical simulations on the market that work well in classes, we could make some money for our department with the cadets.

Provide computers in every classroom, upgrade all the computers in the PC labs, and provide lap tops with projectors for meetings/conferences.

The Dean should come up with a way to resource the requirement for maintaining the growing multitude of staff and faculty computers. Most Departments must currently find this expertise internally an ineffective way to proceed, which adds an enormous workload to the Departments.

209. IMPROVE FACILITIES

Put windows in Thayer Hall, especially on the River Side.

Morale

- Professionalism exists among co-workers
- Collegiality exists among co-workers
- Co-workers hold positive attitudes
- Co-workers are highly motivated
- Cooperation exists among co-workers
- Co-workers set and maintain high standards

Organizational Effectiveness

- Satisfaction with the quality of work produced by the department/staff agency
- Satisfaction with the chain-of-command
- Satisfaction with the overall effectiveness of the department/staff agency

Work Satisfaction

- Satisfaction with the work you do
- Satisfaction with your co-workers
- Satisfaction with the amount of job feedback received
- Satisfaction with the present chain-of-command
- Satisfaction with your input into departmental decisions
- Satisfaction with office space/physical environment
- Satisfaction with equipment
- Satisfaction with technical and computer support

Role Clarity

- Understand the responsibilities of your job
- Satisfaction with information received to properly manage time on job
- Taskings are consistent with job requirements
- Sufficient time exists to complete all job requirements
- I lose sight of the mission because of too many extraneous taskings

Support

- Adequate support exists to complete all taskings
- Adequate resources exist to complete all taskings

Respect for Others

- Men and women are treated with equal respect
- Faculty and staff are treated with equal respect
- Civilians and military personnel are treated with equal respect
- People of different races and ethnic groups are treated with equal respect

Work Autonomy

- I am allowed to select work methods and procedures necessary to complete tasks
- I am routinely given an opportunity to use initiative to complete tasks
- I am generally able to decide how to accomplish the task at hand
- I have a say in determining which tasks will be assigned to me

Supervision

- My supervisor treats me with respect
- My contributions are recognized through the chain-of-command
- My supervisor treats people in a fair and equitable manner
- Workloads in the department/staff agency are equitably distributed among personnel

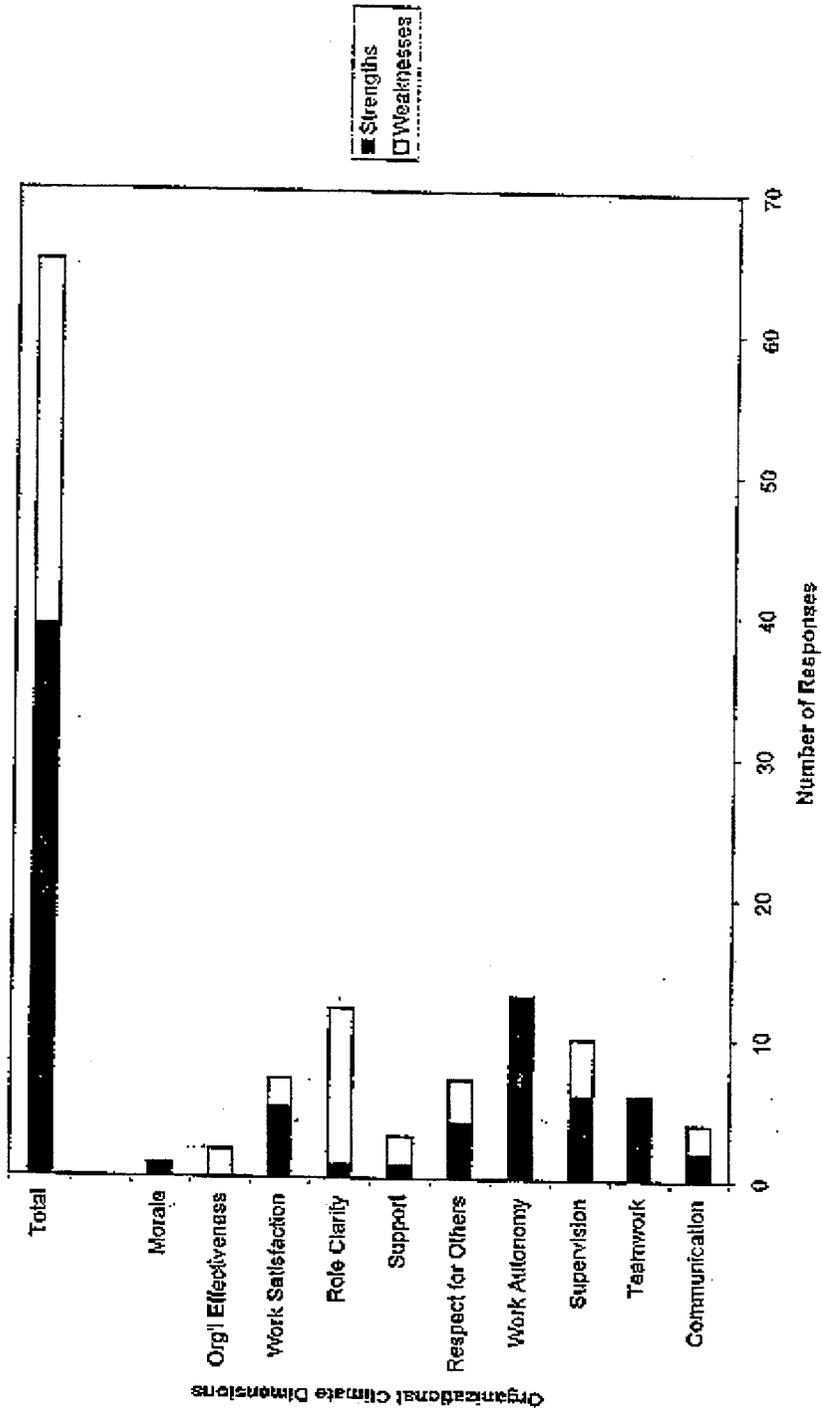
Teamwork

- Co-workers encourage each other to participate in the affairs of the organization
- Co-workers trust one another
- Co-workers encourage one another to set and maintain high standards
- I feel personally responsible for the success of the organization

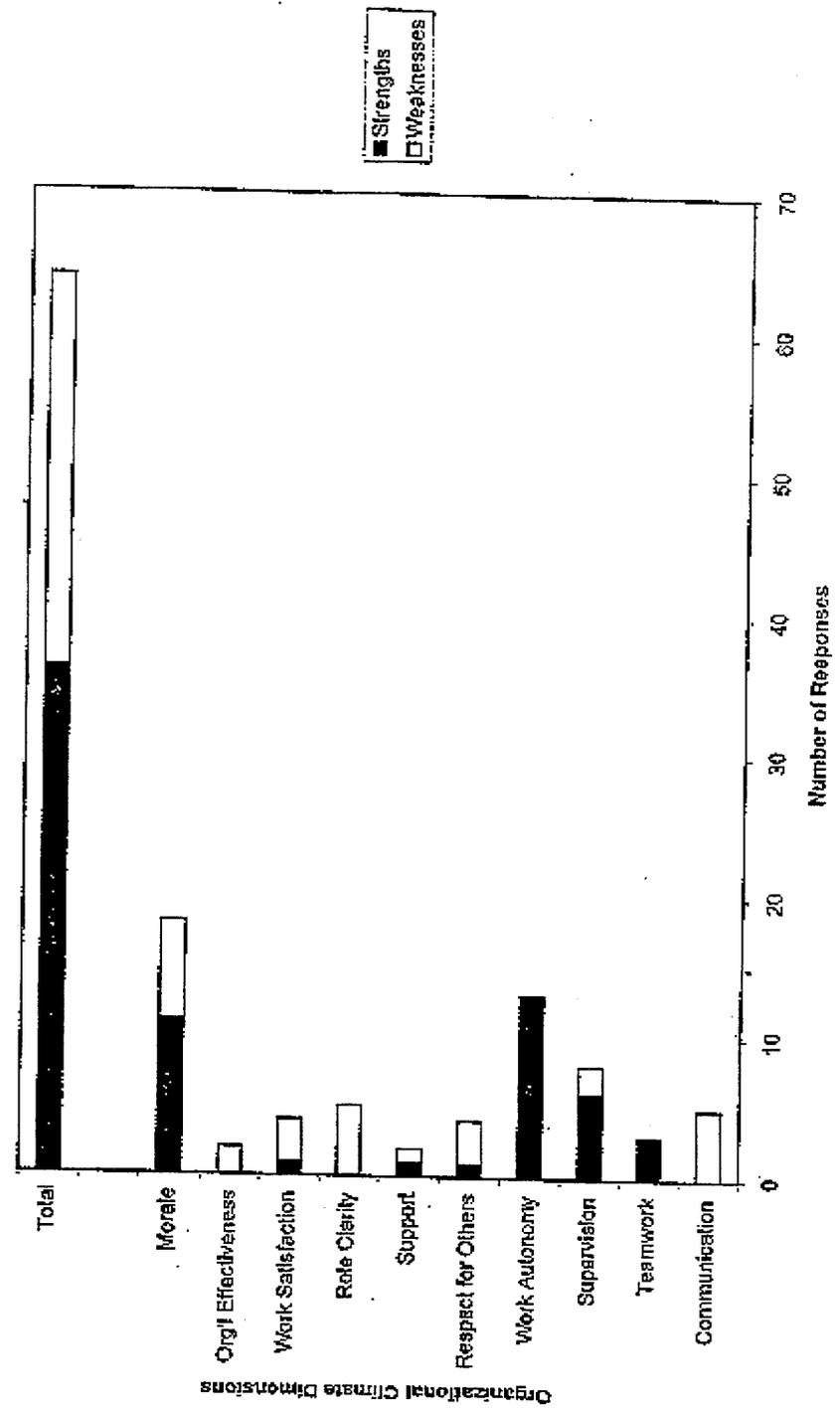
Communication

- Input is encouraged – organizational decisions are based on best available knowledge
- I feel free to give suggestions about organizational improvements
- ✗ I am asked for my input on organizational decisions that may affect me

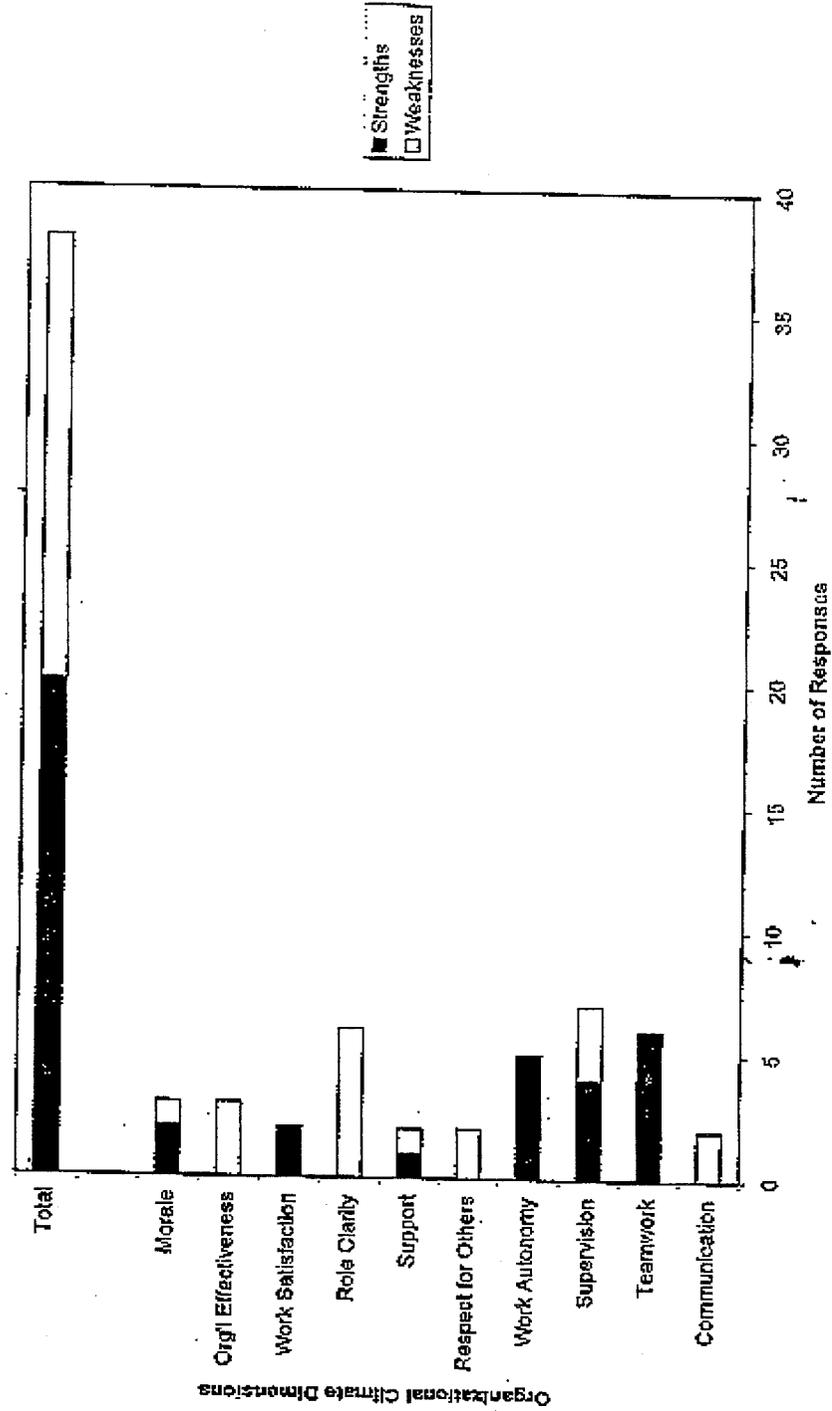
**Perceived Strengths and Weaknesses of the Organizational Climate
Department of English**



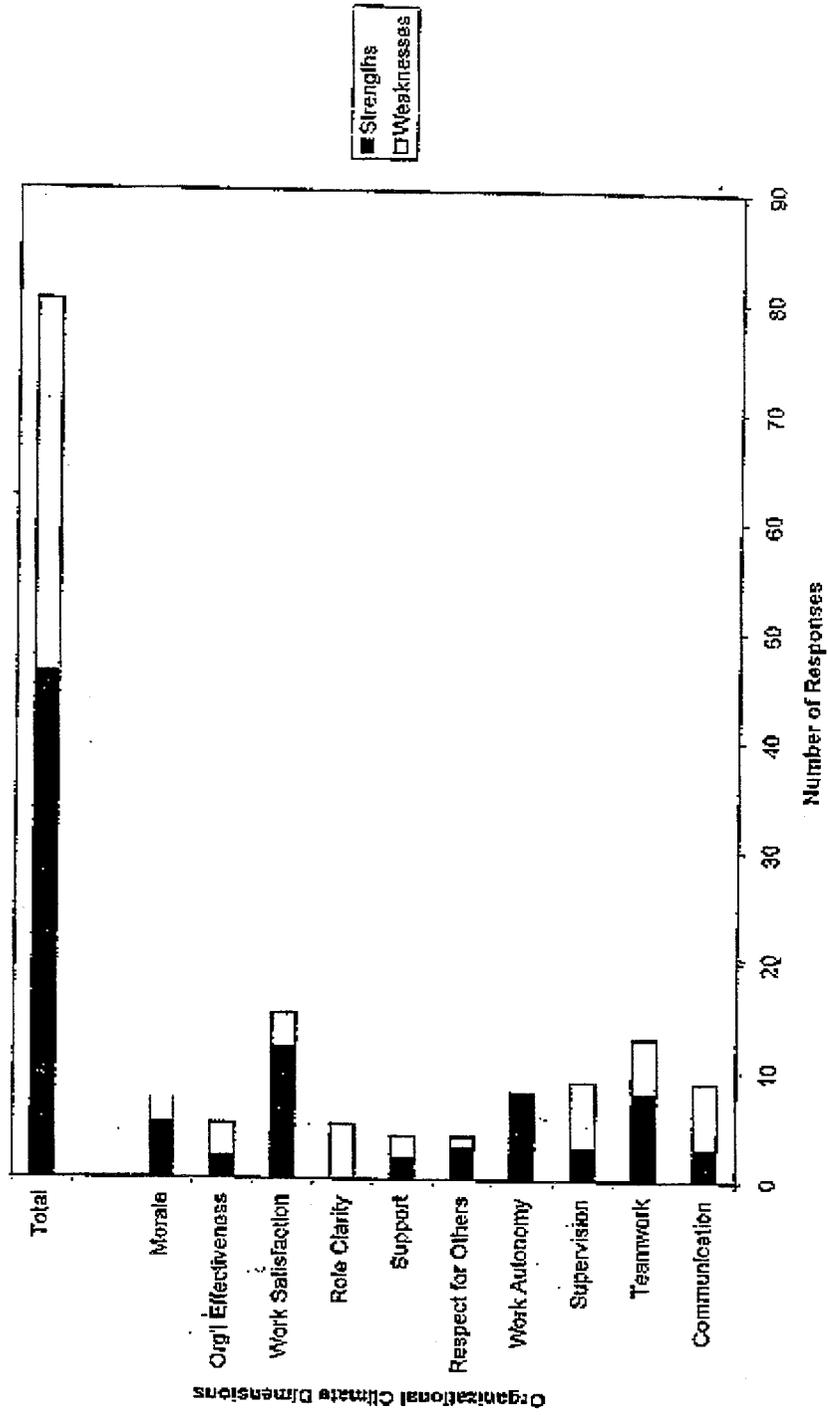
**Perceived Strengths and Weaknesses of the Organizational Climate
Department of Behavioral Sciences & Leadership**



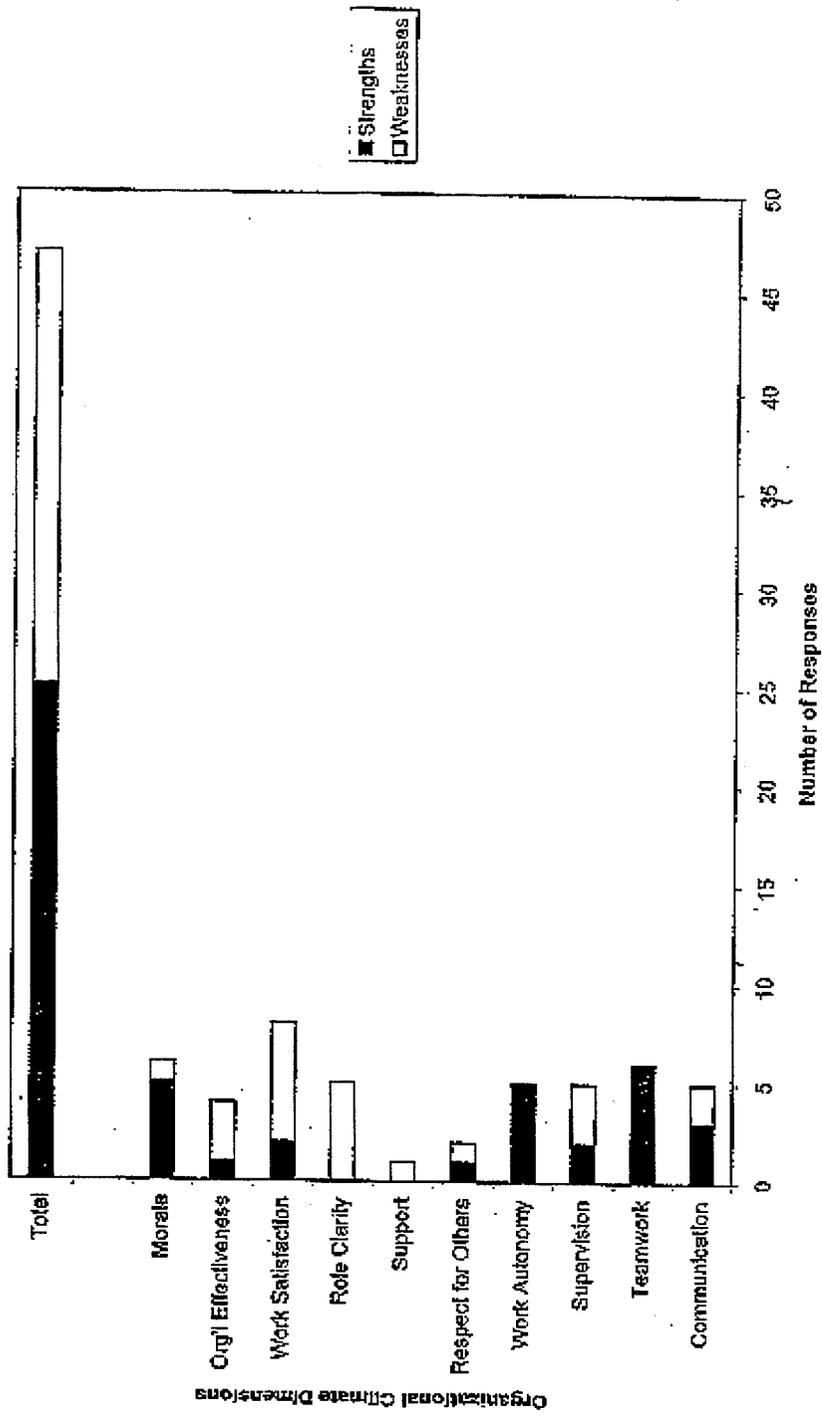
**Perceived Strengths and Weaknesses of the Organizational Climate
Department of Chemistry**



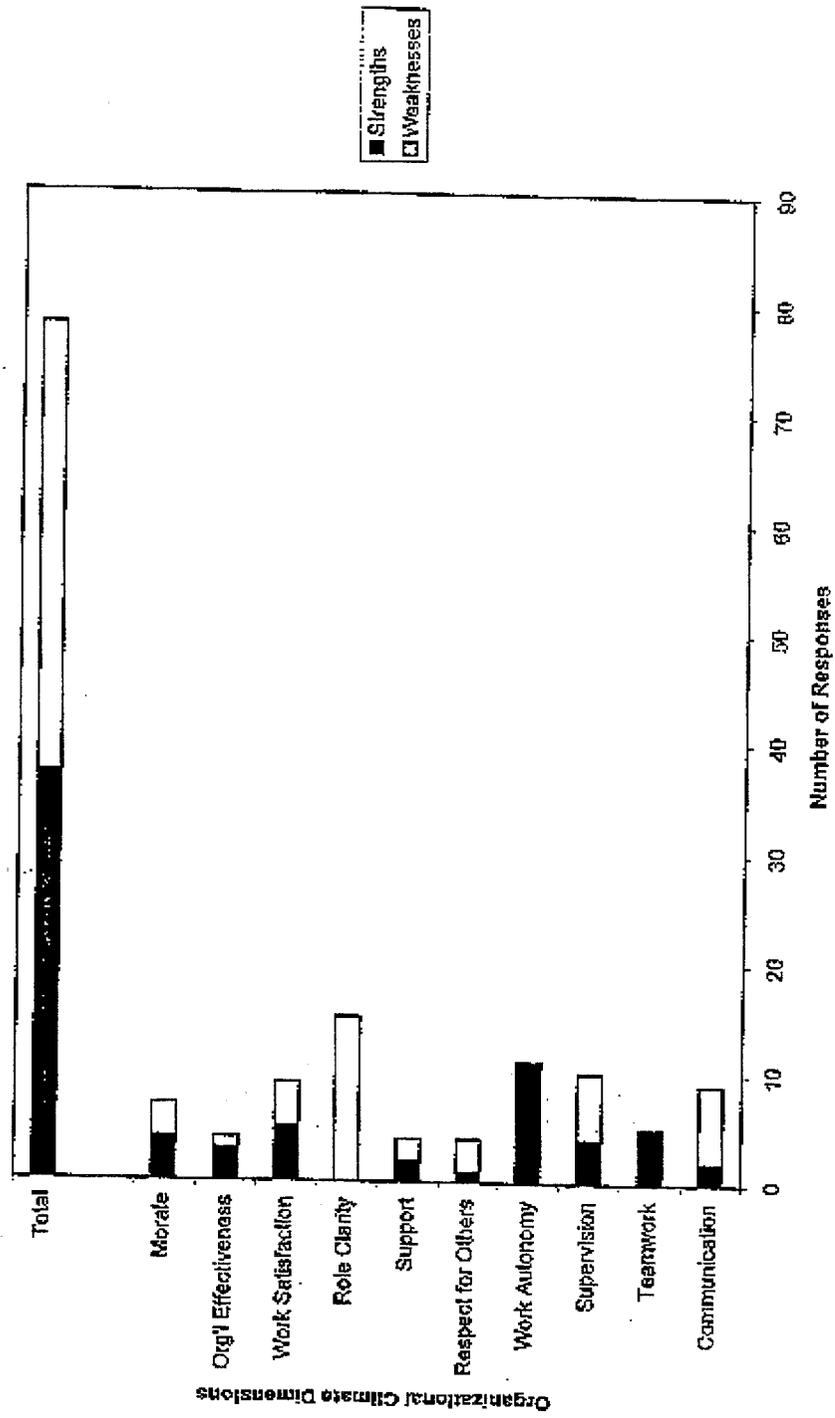
**Perceived Strengths and Weaknesses of the Organizational Climate
Department of Civil & Mechanical Engineering**



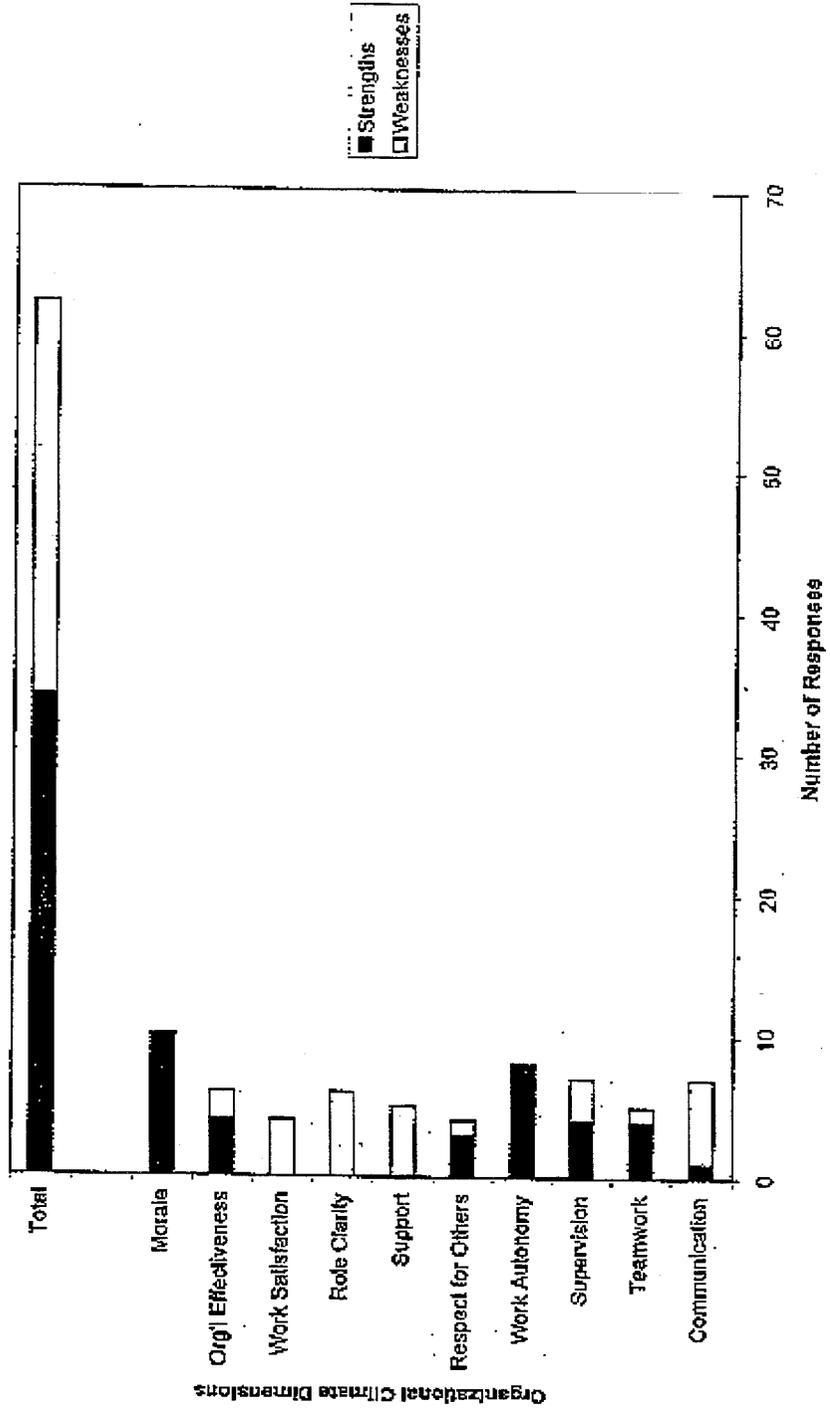
**Perceived Strengths and Weaknesses of the Organizational Climate
Department of Foreign Languages**



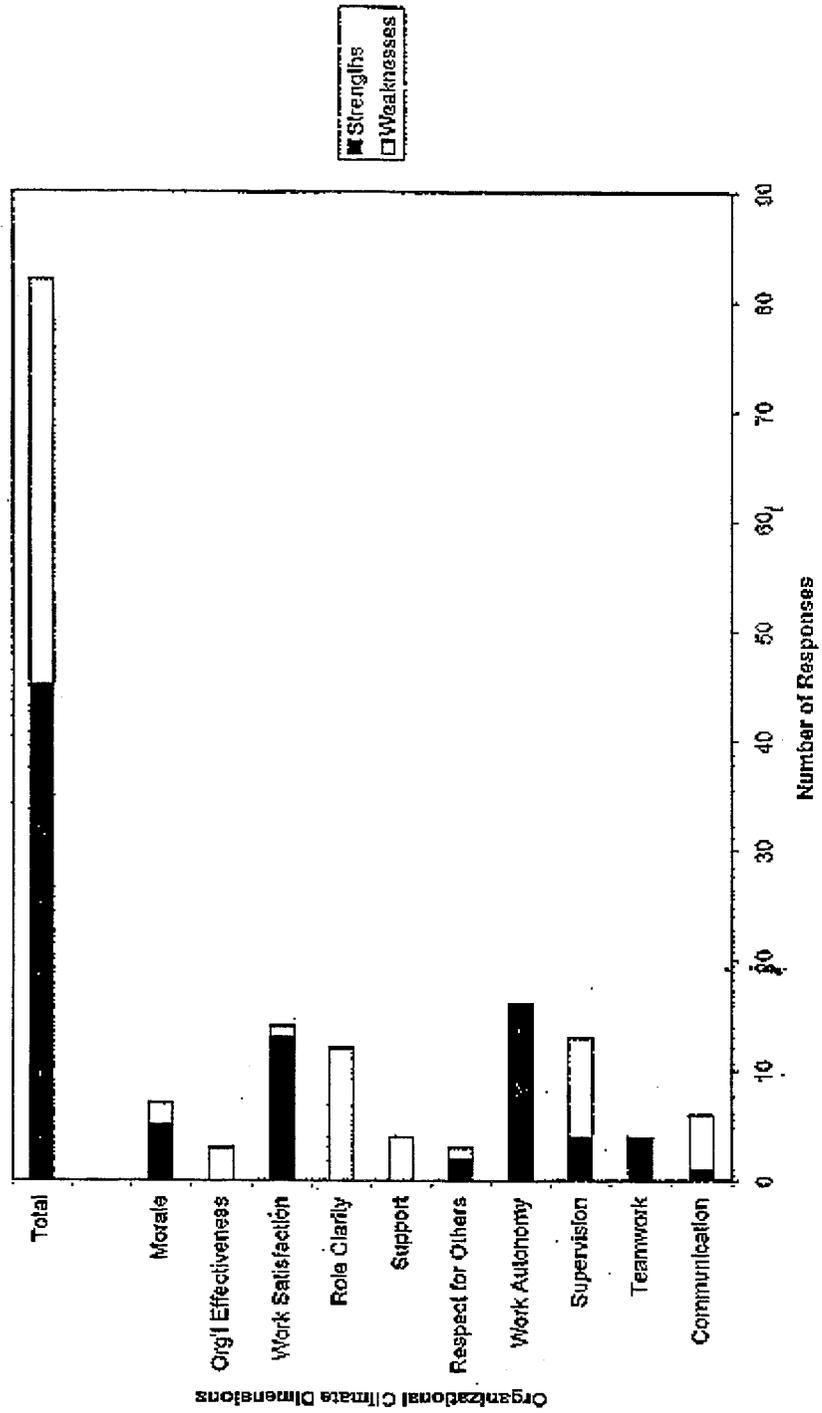
Perceived Strengths and Weaknesses of the Organizational Climate
 Department of Electrical Engineering and Computer Sciences



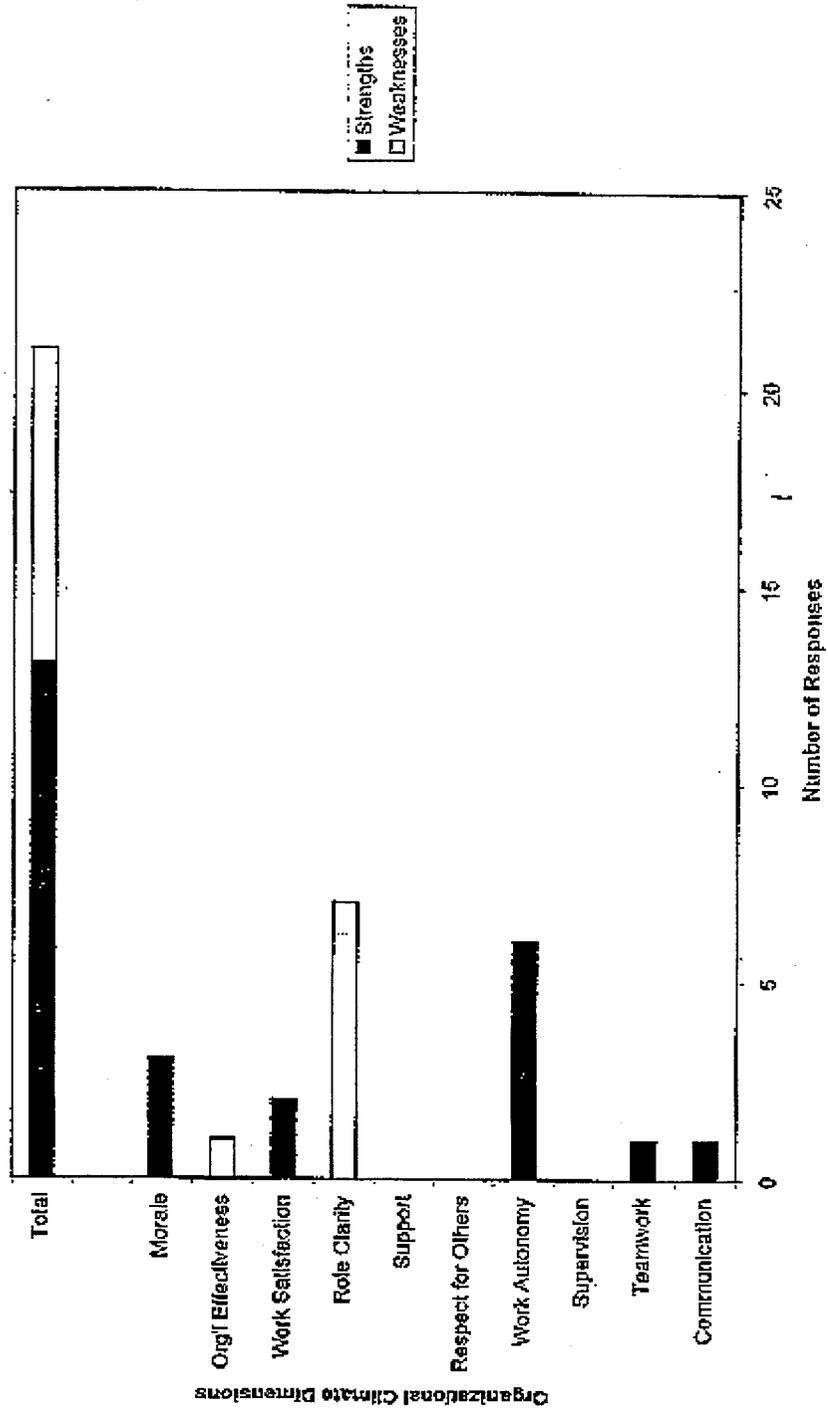
**Perceived Strengths and Weaknesses of the Organizational Climate
Department of Geography and Environmental Engineering**



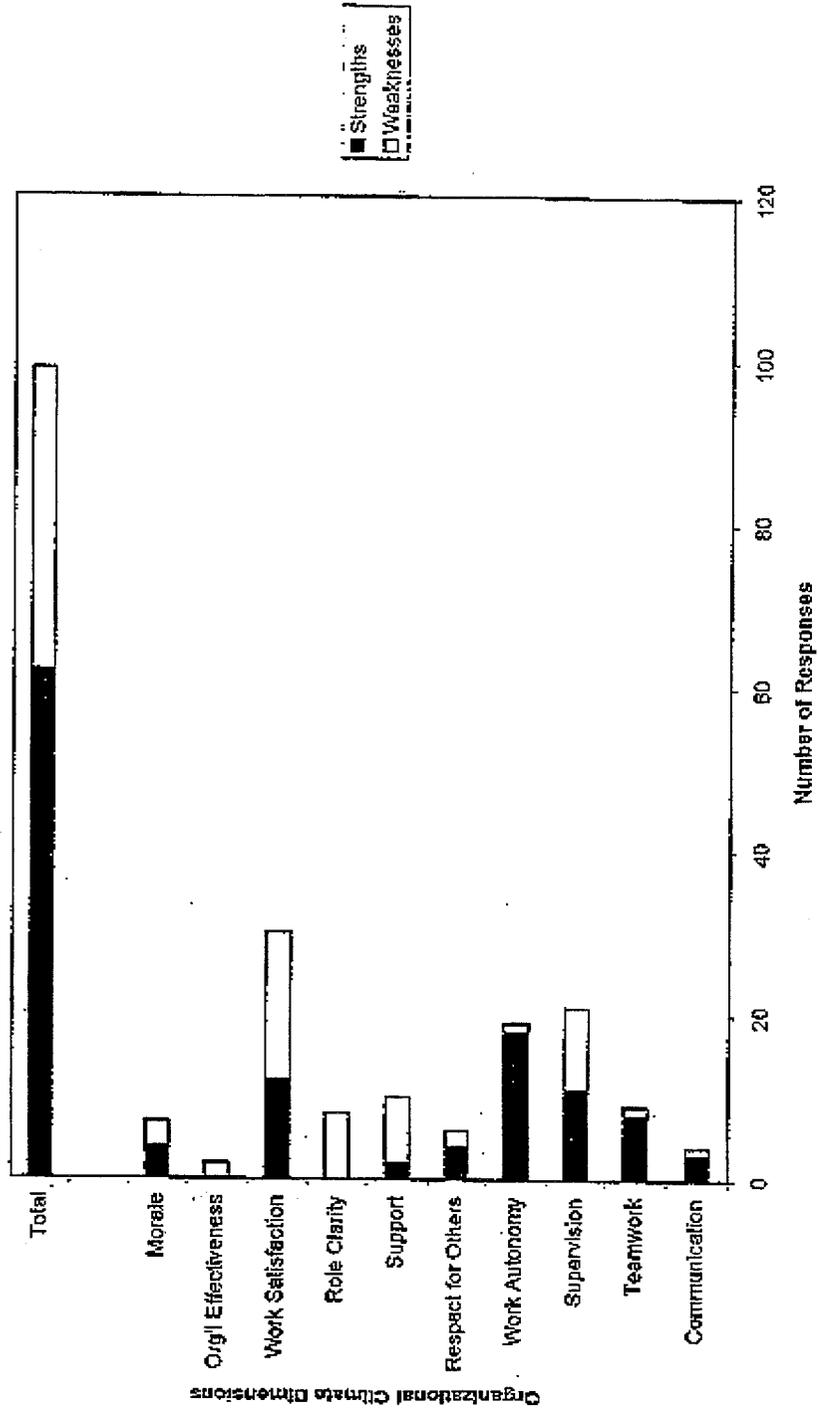
**Perceived Strengths and Weaknesses of the Organizational Climate
Department of History**



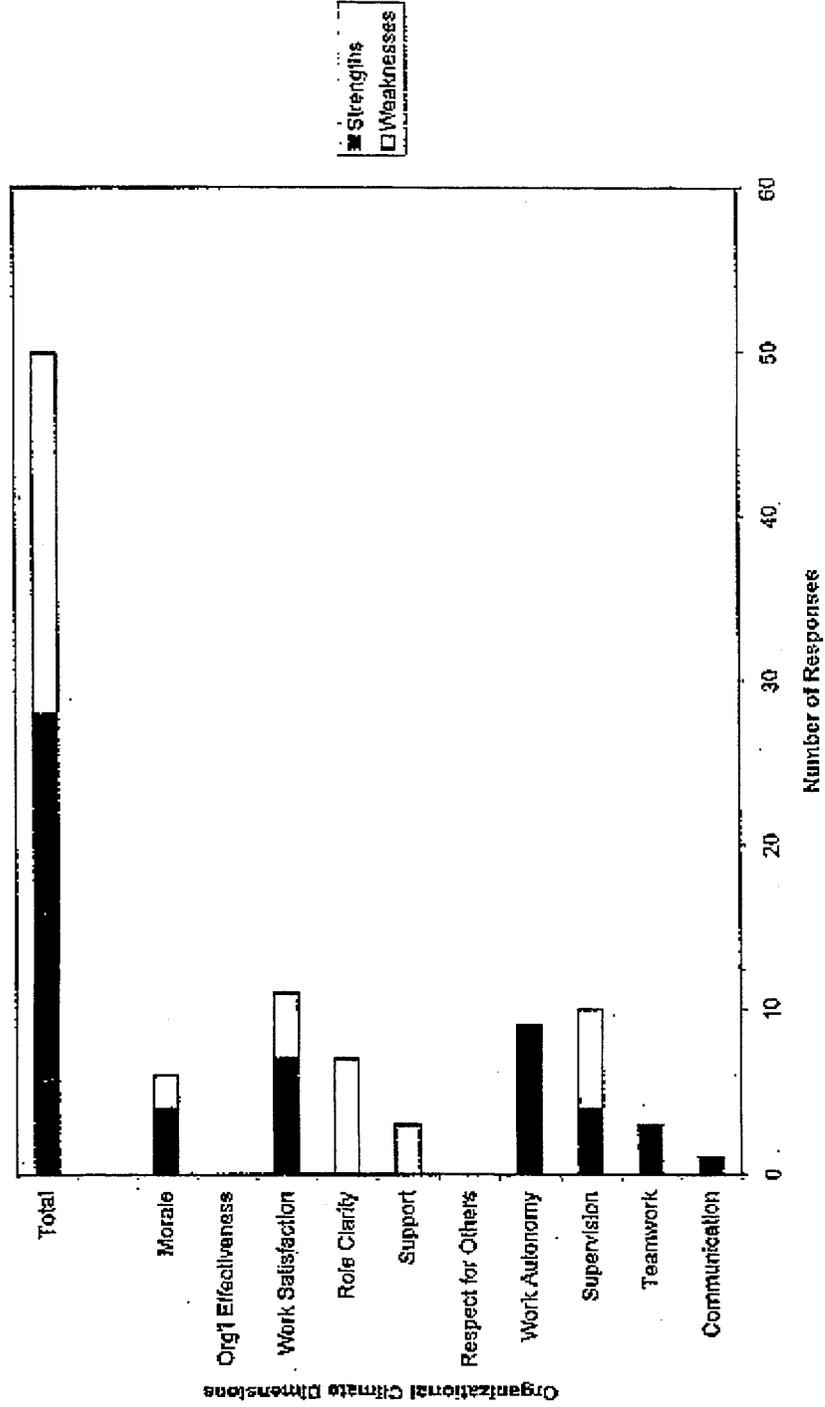
Perceived Strengths and Weaknesses of the Organizational Climate
Department of Law



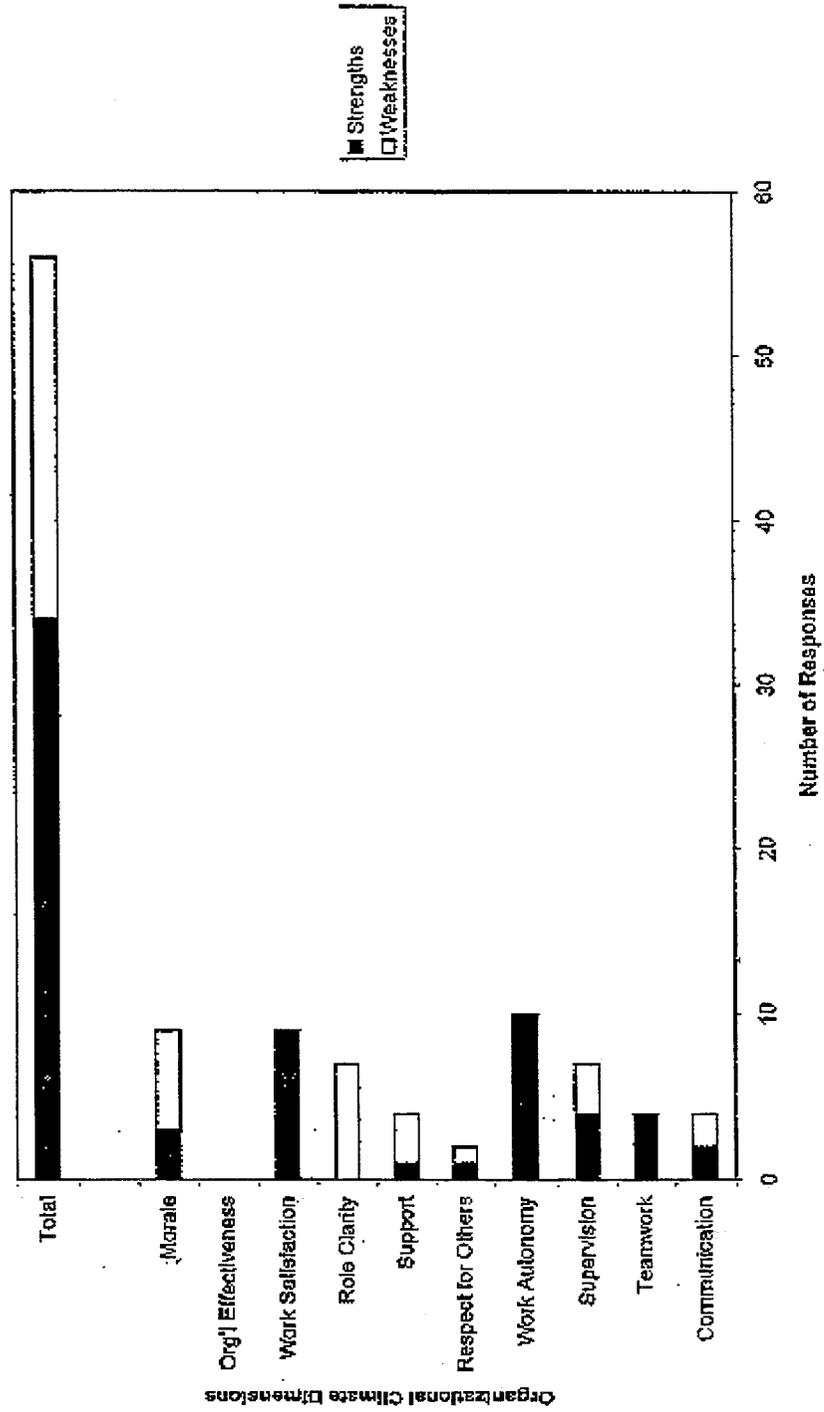
**Perceived Strengths and Weaknesses of the Organizational Climate
Department of Mathematical Sciences**



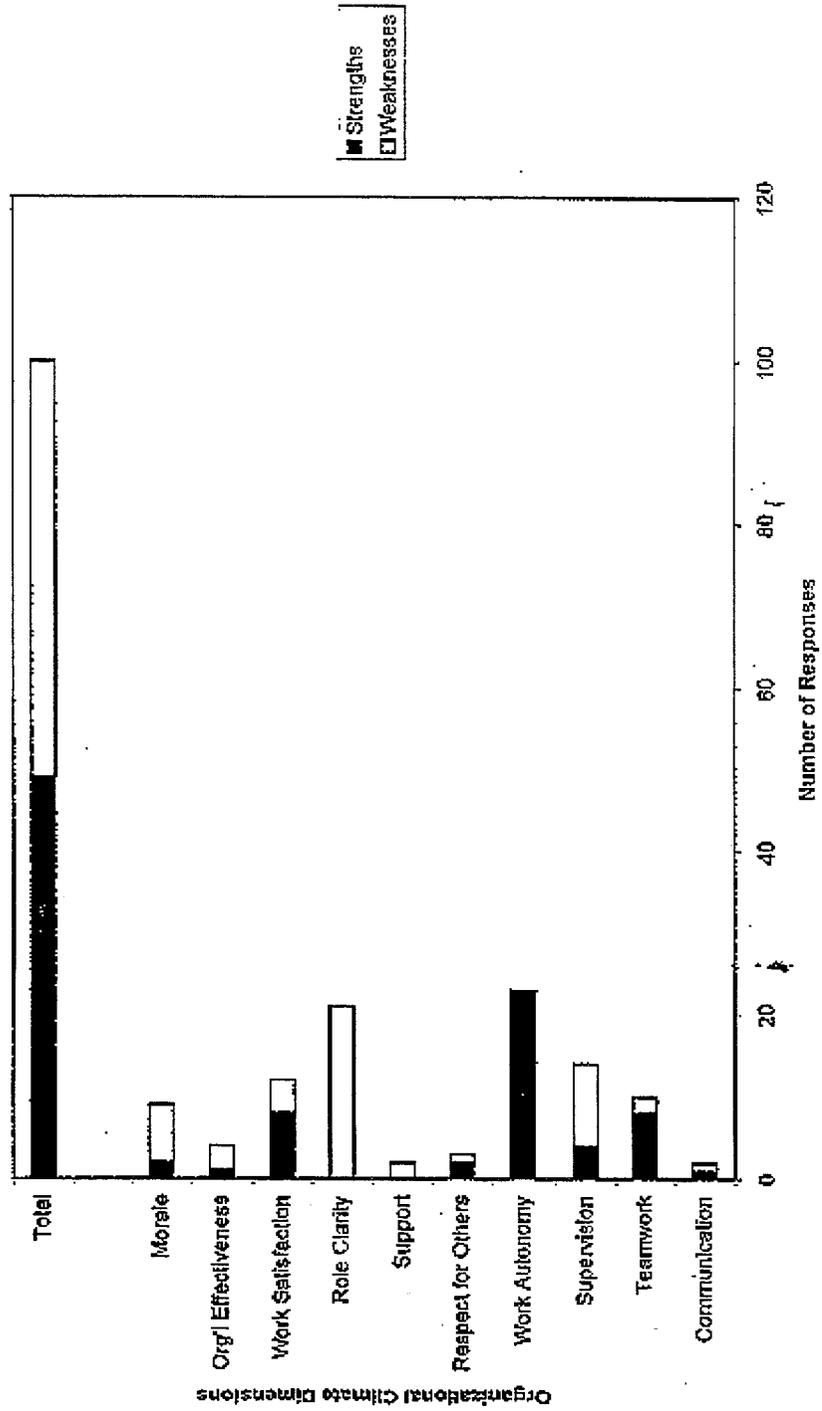
**Perceived Strengths and Weaknesses of the Organizational Climate
Department of Physics**



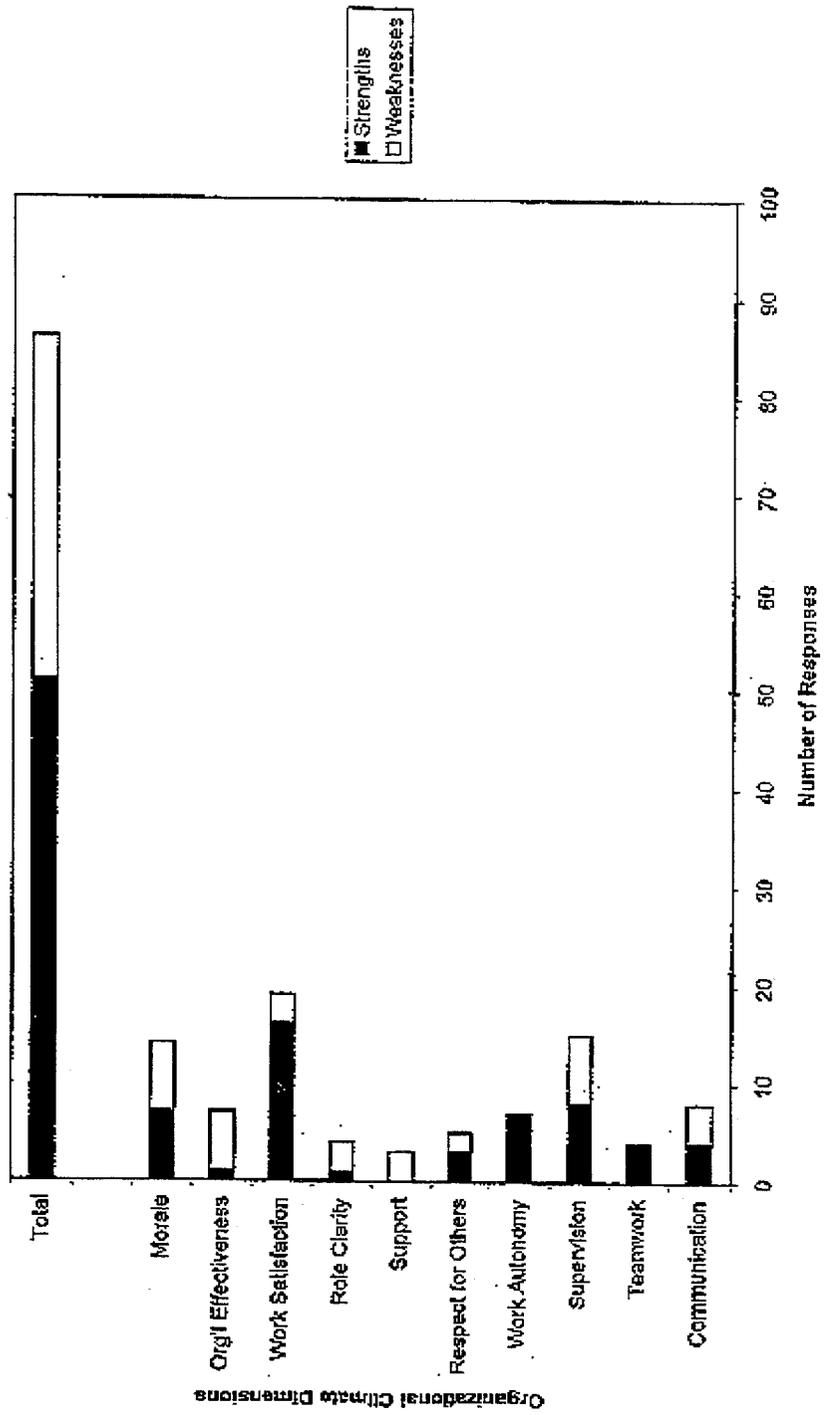
**Perceived Strengths and Weaknesses of the Organizational Climate
Department of Systems Engineering**



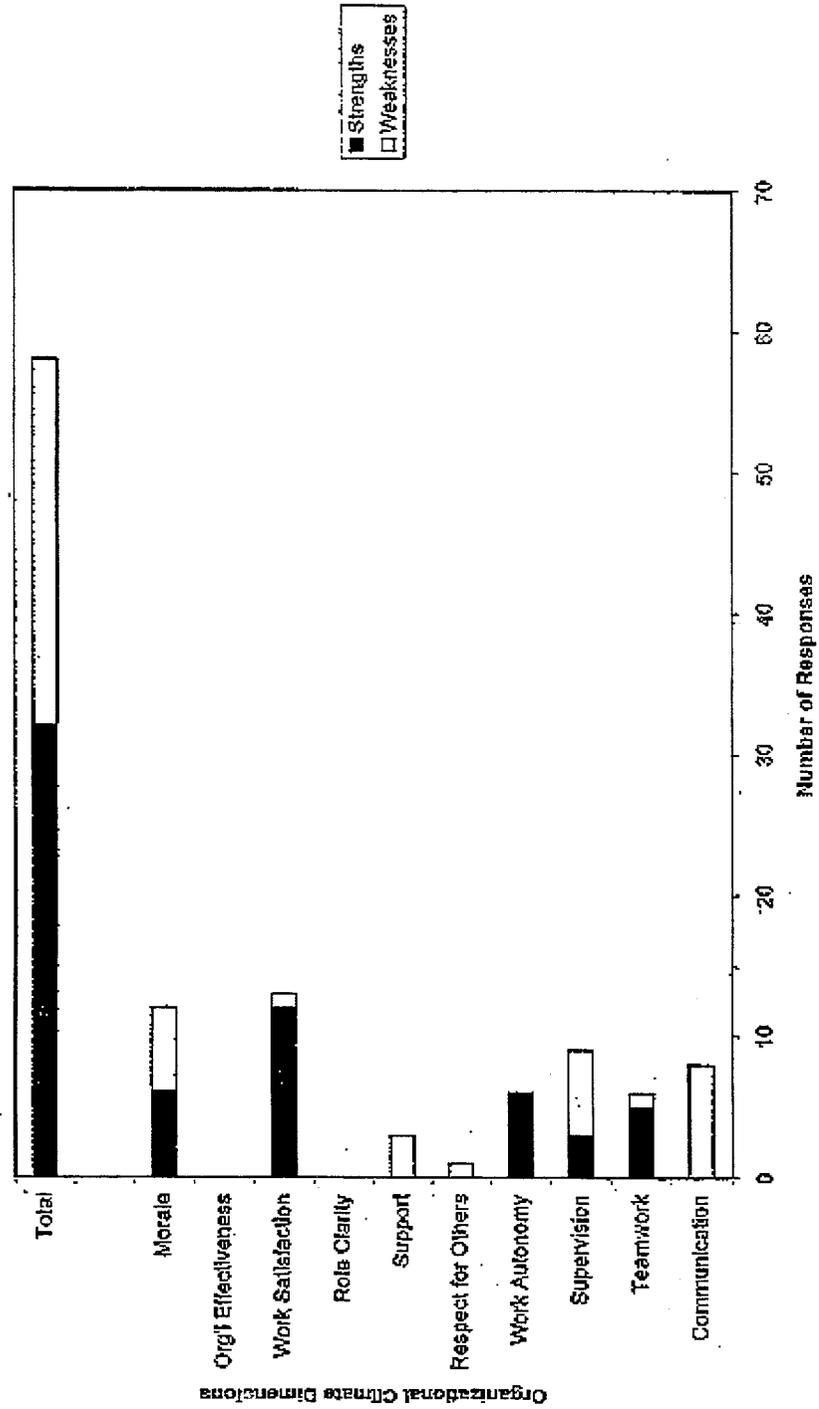
Perceived Strengths and Weaknesses of the Organizational Climate
 Department of Social Sciences



**Perceived Strengths and Weaknesses of the Organizational Climate
Office of the Dean -- Staff Agency**



**Perceived Strengths and Weaknesses of the Organizational Climate
Library -- Staff Agency**



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

April 7, 1998

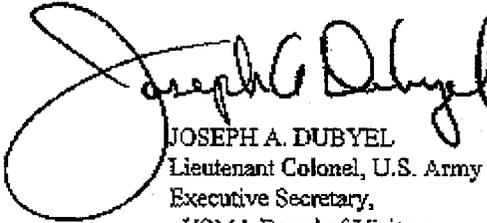
LETTER OF APPOINTMENT

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 1998 United States Military Academy Board of Visitors.

SENATOR THAD COCHRAN, Chairman
MR. CARROLL W. CONN, Vice-Chairman
REPRESENTATIVE SUE W. KELLY, Member
REPRESENTATIVE JOHN M. McHUGH, Member
LTG (R) MARC A. CISNEROS, Member
DR. MADY W. SEGAL, 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:


JOSEPH A. DUBYEL
Lieutenant Colonel, U.S. Army
Executive Secretary,
USMA Board of Visitors

APPENDIX V

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

May 12, 1998

LETTER OF APPOINTMENT

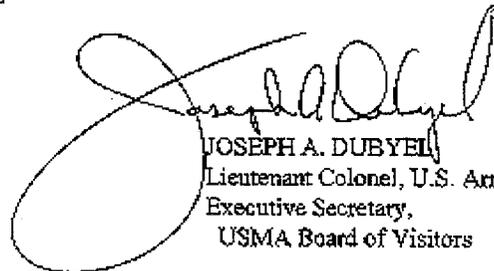
At the Spring Meeting at West Point, NY on May 2, 1998 Senator Kay Bailey Hutchison was elected Chairman of the Executive Committee, thereby replacing Senator Cochran. Senator Cochran was appointed to the United States Naval Academy Board of Visitors.

In accordance with paragraph 1.04 of the Rules of the Board of Visitors the members of the Executive Committee are:

SENATOR KAY BAILEY HUTCHISON, Chairman
MR. CARROLL W. CONN, Vice-Chairman
REPRESENTATIVE SUE W. KELLY, Member
REPRESENTATIVE JOHN M. McHUGH, Member
MR. JEFFREY H. SMITH, Member
LTG (R) MARC A. CISNEROS, Member
DR. MADY W. SEGAL, Member

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FOR THE CHAIRMAN:



JOSEPH A. DUBEIL
Lieutenant Colonel, U.S. Army
Executive Secretary,
USMA Board of Visitors

APPENDIX V

**MATERIALS FURNISHED TO
THE 1998 BOARD OF VISITORS**

Report of the 1997 Board of Visitors

ORGANIZATION MEETING

Presentations/Handout Materials:

Budget Overview
Facilities Update – Arvin Physical Development Center
Private Fund Raising Initiatives
Leader Development Initiatives
Middlestates Accreditation Update
Minority Recruiting

MAY MEETING

Presentations/Handout Materials:

Educating Army Leaders for the 21st Century
Superintendent's Issue Updates
Academic Program Briefing
Military Program Review
Physical Program Review
Briefing on Class of 2002

Information Papers:

Selection Rates of Staff and Faculty in Comparison with Army Norms
Summary of First Class Survey Results, Class of 1997
Cadet Pay
Legislation affecting the International Cadet Program
Principles for Review of Sullivan Scripts
The Mission of the United States Military Academy; a White Paper by the Class
of 1951
Hotel Thayer Privatization/Personnel Transition
History of the Sandhurst Competition
Impact Aid for Highland Falls/Fort Montgomery School District

JULY VISIT

None

APPENDIX VI

NOVEMBER MEETING

Read Ahead Material:

Summarized Minutes from May 1998 Meeting
USMA Responses to the 1997 Recommendations to the Board

Information Papers:

Executive Summary: Naming Policy
Information Paper on Impact Aid
Information on Assessment of Academic Program Goals
Command Climate Survey Summary Report

Presentations/Handouts:

Superintendent's Issue Updates
Academic Program Review
Military Program Review
Physical Program Review
Intercollegiate Athletic Program Briefing
Admissions Update
United States Military Academy Preparatory School Briefing

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.

