

[H.A.S.C. No. 111-80]

**BEYOND SERVICE CORE COMPETENCY:  
ARE OUR JUNIOR OFFICERS PREPARED  
FOR TODAY'S SECURITY ENVIRONMENT?**

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HEARING

BEFORE THE

OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE

OF THE

COMMITTEE ON ARMED SERVICES  
HOUSE OF REPRESENTATIVES

ONE HUNDRED ELEVENTH CONGRESS

FIRST SESSION

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HEARING HELD

JULY 15, 2009



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### WEDNESDAY, JULY 15, 2009

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**BEYOND SERVICE CORE COMPETENCY: ARE OUR JUNIOR OFFICERS PREPARED FOR TODAY'S SECURITY ENVIRONMENT?**

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HOUSE OF REPRESENTATIVES,  
COMMITTEE ON ARMED SERVICES,  
OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE,  
*Washington, DC, Wednesday, July 15, 2009.*

The subcommittee met, pursuant to call, at 2:05 p.m., in room 2212, Rayburn House Office Building, Hon. Vic Snyder (chairman of the subcommittee) presiding.

**OPENING STATEMENT OF HON. VIC SNYDER, A REPRESENTATIVE FROM ARKANSAS, CHAIRMAN, OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE**

Dr. SNYDER. Hearing will come to order.

Mr. Wittman was just finishing a speech on the floor of the House and should be with us momentarily as we go ahead and start.

Good afternoon. Welcome to the fourth in a series of hearings on officer in-residence Professional Military Education, known as PME. We have already heard at this subcommittee from the senior-level and intermediate-level schools. Now it is time for the primary-level schools—the Army, Navy, and Air Force academies.

The Skelton Panel 20 years ago recognized that the early part of an officer's career focuses on the tactical realm and what the services call core competencies, meaning the skill-sets required by a particular warfare specialty. However, it is increasingly apparent, that officer is required to operate in joint interagency, intergovernmental and multinational environments earlier in their careers.

Are officers ready for this new operational reality? What knowledge is truly necessary? At what level should we consider these skills as part of and not separate from core competencies? Do we need to redefine service core competencies according to the new national security environment?

And we are also interested in the other themes of our earlier hearings relative to this developmental level, foundations for strategy, particularly through the study of history, language skills and cultural competency, and hybrid warfare.

[The prepared statement of Dr. Snyder can be found in the Appendix on page 41.]

Dr. SNYDER. When Mr. Wittman arrives, we will give him a chance to make any comments he wants to make. Our witnesses today are Brigadier General Dana Born, Dean of the Faculty of the U.S. Air Force Academy, Brigadier General Patrick Finnegan,

Dean of the Academic Board, U.S. Military Academy, Rear Admiral (Select) Matthew—is it Klunder?

Captain KLUNDER. Yes, sir, Mr. Chairman.

Dr. SNYDER. Klunder, Commandant of Midshipmen, U.S. Naval Academy, Colonel Steve Tanous, Commandant U.S. Air Force Squadron Officer College, Colonel Brian Beaudreault, Director of the U.S. Marine Corps Expeditionary Warfare School.

We appreciate you all being with us here today. As we get further and further into this topic, the more interested we get in it and also the more importance we are putting on this look at it. It has been some time since the Congress, I think in either body, has taken a look in some depth at the issue of professional military education and your presence here is very helpful.

Your written statements will be part of the formal record of the committee and we will put the clock on there that will fire up a red flare at five minutes, but if you still have things to tell us, you tell us and we will begin—well, we are joined by Mr. Skelton, chairman of the full committee.

Mr. Chairman, do you have any comments, do you have any comments you want to make?

The CHAIRMAN. No, sir.

Dr. SNYDER. Okay. We were just going to go to our faculty. Are we going to begin with General Born and go down the row?

Mr. WITTMAN. Yes.

Dr. SNYDER. General Born, why don't you go ahead and tell us what you have to say.

**STATEMENT OF BRIG. GEN. DANA H. BORN, USAF, DEAN OF  
THE FACULTY, U.S. AIR FORCE ACADEMY**

General BORN. Thank you very much.

Chairman Snyder, Chairman Skelton, Ranking Member Wittman, when he arrives, and our distinguished members of the Oversight and Investigations subcommittee, on behalf of Lieutenant General Mike Gould, our superintendent, Brigadier General Sam Cox and myself, I would like to thank you for the opportunity to address how we prepare our cadets and future officers for the challenges they will face in today's national security environment.

We think it is important that our services continually assess how well we prepare our service members for the challenging roles they must play in serving our Nation, and we appreciate the efforts of this committee to help us meet our current and our future requirements.

Our mission at the Air Force Academy is to educate, train and inspire men and women to become officers of character motivated to lead the United States Air Force in service to our Nation.

We designed our program to meet the developmental needs of young officers in the current national security environment and provide the foundation to grow into future strategic thinkers and leaders through a broad spectrum of academic, athletic, military, and character education and training opportunities.

Our four-year program focuses on achieving developmental outcomes that imbue our graduates with societal, professional, and individual responsibilities and empowers them with an integrated set

of intellectual and warrior skills and establishes a foundation of knowledge essential to the profession of arms.

Our curriculum is acknowledged as among the best in the Nation. The U.S. News and World Report ranked us the best in the west for two years in a row in the baccalaureate degree category.

We were recently recommended for a maximum national accreditation of 10 years by the Higher Learning Commission and our graduates continue to earn numerous national competitive scholarships and today 52 percent of the general officers in our Air Force are Air Force Academy graduates.

Our faculty and staff are exceptionally well-qualified and well-prepared. We have a teaching staff of 525 of about 30 percent which are civilian faculty. Over 50 percent of our faculty members hold Ph.D.'s or terminal degrees in their field.

Our faculty also includes 6 endowed chairs, 7 distinguished visiting professors, 8 international officers and 12 sister exchange officers. We also have interagency scholars and residents from the Central Intelligence Agency (CIA), the National Security Agency (NSA), Department of Homeland Security and the State Department.

Maintaining a high caliber of personnel presents many challenges, particularly in attracting and maintaining the right mix of military faculty due to the competition with the operational needs of our Air Force.

In particular, shortages of rated officers, scientists and engineers across the Air Force make it harder for us to keep these specialties at desired levels. Another challenge is just the sheer workload in delivering our diverse curriculum. A recent manpower study validated the need for us to increase the faculty and staff by 21 percent to meet our current mission requirements.

However, because it is unlikely that we will obtain the required funding, we anticipate this manning shortfall will continue.

Our academic curriculum comprises 147 semester-hours of instruction with a balanced coverage of social sciences, humanities, basic sciences, and engineering. Several courses from the academic core curriculum focus directly on the areas of strategy, military history, irregular warfare, interagency, and multicultural operations as well as language and culture and they continually are updated to reflect emerging issues and ideas.

Outside the core curriculum, many classes and courses and programs further develop strategic skills or the special topics that I just listed. This year, more than 600 cadets participated in language and cultural immersion programs and military exchanges with over 40 countries. Summer training sends cadets to operational Air Force base and sister service training opportunities as well.

We also have cadet-centered research programs in the fields of space operations, unmanned aerial systems and computer network defense.

We recognize that while the Air Force Academy is only the start of the process in developing the next generation of strategic leaders for our Air Force, we provide critical foundation, however, for these careers.

We also believe that as junior leaders in the military, our graduates must be able to translate the big ideas of leaders into operational reality. Thus, we must develop the necessary competencies as early as possible in an officer's career.

We are proud of our team effort at the Air Force Academy to provide a nation with the best and brightest new officers and leaders of character with the knowledge, skills, and responsibilities to lead our future Air Force.

We thank you very much for this opportunity to share our programs and our ideas with you today. We share your vision, focus, passion for orienting our program towards the joint, interagency, coalition national security environment of the 21st century with the curriculum course of instruction and rigor to achieve Congressman Skelton and this committee's vision.

I look forward to answering your questions as we explore this issue further. Thank you very much.

[The prepared statement of General Born can be found in the Appendix on page 46.]

Dr. SNYDER. Thank you, General.  
General Finnegan.

**STATEMENT OF BRIG. GEN. PATRICK FINNEGAN, USA, DEAN  
OF THE ACADEMIC BOARD, U.S. MILITARY ACADEMY**

General FINNEGAN. Chairman Snyder, Chairman Skelton, good afternoon.

I am Brigadier General Patrick Finnegan, Dean of the Academic Board at the United States Military Academy at West Point. I graduated from West Point in 1971 and served around the world for 27 years as an infantry officer and as a military intelligence officer and finally as a judge advocate, including in 3 joint assignments before returning to my alma mater in 1998 as the staff judge advocate.

One year later, I became the professor and head of the department of law, where I served for six years before being selected as the dean, a position I have been privileged to hold for the last four years.

On behalf of our superintendant, Lieutenant General Buster Hagenbeck, and our commandant, Brigadier General Mike Linnington, and our entire staff and faculty, we appreciate the opportunity to share with this subcommittee how West Point, the country's premier leader development institution, continues to produce smart, highly-adaptive leaders of character who are capable of succeeding in today's increasingly complex and difficult operational environments.

We are incredibly proud of our institution and the many achievements of our staff, faculty, and graduates, but we also recognize the importance of continual reassessment and honest feedback. To that end, we appreciate this subcommittee's efforts in helping our program to evolve in ways that best meet the changing needs of our Army and our Nation.

The 47-month West Point experience begins and ends with our 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, and prepared for a career of pro-



fessional excellence and service to the Nation as an officer in the United States Army.

A way to capture what we try to do comes from one of my favorite quotes attributed to the Greek historian Thucydides: “The nation that makes a great distinction between its scholars and its warriors will have its thinking done by cowards and its fighting done by fools.”

We are producing——

The CHAIRMAN. Let me interrupt. I think that was Sir Francis Butler that said that.

General FINNEGAN. Yes, sir.

General BORN. William Francis Butler.

General FINNEGAN. Sir, yes, sir. Although, if you Google it, sir, it does say Thucydides, which is interesting. [Laughter.]

We are producing scholar-warriors who are comfortable facing both the tactical and intellectual challenges our leaders face in the current environment. The richness and breadth of the West Point education combines world-class academics with a rigorous military, physical, moral, and ethical program.

We introduce cadets to a broad range of subjects while familiarizing them with the experiences that ultimately prepare them to successfully engage a diverse set of issues throughout their military careers.

Our program is repeatedly recognized, both nationally and internationally, as a top-tier college and preeminent leader development institution. We are currently ranked as the best public college in America by Forbes.com and the best public liberal arts college by U.S. News and World Report.

Over the past year, West Point cadets earned an extraordinary number of national scholarships from Rhodes and Truman to 10 Rotary International scholarships, and beyond the Academy, West Point graduates continually replicate this kind of success.

Our academic program includes 45 majors. Our graduates complete 30 core courses in an average of 147 semester-hours worth of course work. Those courses provide cadets with extensive coverage across the spectrum of disciplines such as mathematics and natural science, engineering, history, literature, foreign languages, behavioral science, geography and military science.

We have taken a leading role in promoting opportunities to foster cross-cultural and language competencies in our cadets by offering instruction in eight languages, including the most recent Farsi, and sponsoring an active semester abroad exchange program involving 150 cadets each year.

The core of our success as a top-tier college lies not only in the diversity of curriculum but in the cadets’ access to an equally diverse blend of faculty. We believe that our mix of civilian faculty, rotating military, and permanent military faculty provides an outstanding education as well as role models and mentors of professionalism and the values we adhere to as an institution and an Army.

Our faculty members, both civilian and military, work to foster close relationships with the Army and other organizations that are tied to current operations, priorities, and analytical needs. We find these interactions not only bolster the currency and relevancy of

our faculty but also help to better focus our curriculum in light of the ever-changing demands our graduates will eventually face.

We currently have faculty members from the Department of State, CIA, NSA, the Defense Information Systems Agency (DISA) and the Geographical Information Service.

When it comes to developing strategic thinkers, West Point is invested in how cadets learn to become independent thinkers. The strategic particulars they face in the future will come with time and experience. Learning how to think about the moral and ethical challenges of the current operational environment are foundational skills that we most highly value.

In the final analysis, the number of Rhodes Scholars or national rankings by outside organizations do not matter nearly as much as what our graduates accomplish in defense of our Nation. The best measure of our success is the performance of our graduates and what they are trained and educated to do.

And from Second Lieutenant Brian Jackson, class of 2005, who earned the Distinguished Service Medal, to Generals Odierno, McChrystal, and Petraeus, to the more than 60 graduates, men and women, who have given their lives in the defense of freedom in the current fight, we are confident that we are accomplishing our mission and producing the scholar-warriors our country requires of its oldest military academy.

West Point is proud of the diverse education opportunities and leader development effort it affords each graduating class, and our efforts to maintain the exceptional quality of the overall West Point education. We will continue to adjust our curriculum so that it meets the needs of our Nation and the increasingly difficult challenges our graduates will face in their future service.

Our discussion here today is one of the critical steps in that process.

Thank you for providing me this opportunity to share our perspective with you, and I look forward to answering your questions.

[The prepared statement of General Finnegan can be found in the Appendix on page 56.]

Dr. SNYDER. Thank you.

Captain Klunder.

**STATEMENT OF CAPT. MATTHEW L. KLUNDER, USN,  
COMMANDANT OF MIDSHIPMEN, U.S. NAVAL ACADEMY**

Captain KLUNDER. Yes, good afternoon, Chairman Skelton, Chairman Snyder, and other distinguished ladies and gentlemen of the House Armed Services Subcommittee on Oversight and Investigations.

I am Captain Matthew Klunder, the 83rd Commandant of the United States Naval Academy. And I thank you for the opportunity to speak today about the mission of the Naval Academy and, more specifically, how we prepare midshipmen to become officers ready to meet the demands of a country at war or at peace, and ready to face the challenges of an increasingly interdependent and dynamic world both today and in the future.

The mission of the Naval Academy is to develop midshipmen morally, mentally, and physically and to imbue them with the highest ideals of duty, honor, and loyalty in order to graduate lead-

ers who are dedicated to a career of Naval service and a potential for future development in mind and character to assume the highest responsibility of command, citizenship, and government.

The essential purpose of the Naval Academy is to grow, shape, and motivate junior-officer leaders for the Navy and Marine Corps. And the emphasis is in our three primary focus areas, the moral, mental, and physical development of our midshipmen.

All three of our programs are complimentary and fully integrated throughout the institution. The Naval Academy combines character development, undergraduate education, and professional training to provide officers that are selfless, inspirational, proficient, innovative, articulate, adaptable, and professional.

As we further discuss our Naval Academy graduates, I have been asked to comment, among other things, on our curriculum and the balance between academic and military requirements. Let me first touch on our world-class faculty.

Our 550-member faculty is an integrated group of officers and civilians in nearly equal numbers. This composition is unique among service academies. Currently, officers rotate to the Academy for two- to three-year assignments, bringing not only fresh ideas and experiences from operational units of Navy and Marine Corps but their joint and interagency experiences as well.

The Academy's civilian faculty members give continuity to the educational program and virtually all have doctoral degrees with many of them leading scholars in their fields. The Naval Academy academic curriculum develops the intellectual foundation for the professional competence essential to leadership in the Naval service.

In accordance with Secretary of the Navy guidance, we have coupled a strong core technical foundation in science, technology, engineering, and mathematics with studies in humanities, social sciences, leadership, professional military training, and character development to ensure that every midshipman is well-prepared as a junior officer.

In our division leadership education and development, we provide midshipmen with an integrated and comprehensive program in leadership, ethics, character and law and the opportunity to study specialized electives in these fields.

In our division professional development, midshipmen are allowed to develop professionally by immersion into Naval culture, on land and at sea, with emphasis on building personal confidence through professional mariner skills and warfare community exposure.

A character development and training division is tasked with the development of leadership and character attributes for midshipmen outside the normal academic environment. This integrated character and leadership development program is the single most important feature that distinguishes the Naval Academy from other educational institutions and other commissioning sources.

Recent geopolitical developments, beginning with the end of the Cold War, but more evident since 9/11, have also highlighted the growing need for Naval leaders to acquire greater knowledge about the history, culture, civilization, languages, and religions of geographic regions with strategic importance to the United States.

The Naval Academy has adopted a differentiated approach to achieving this goal by one, providing small numbers of midshipmen with extensive in-country study abroad programs, two, affording larger groups of midshipmen a significant foreign language and professional immersion programs and, three, affording all our remaining midshipmen enhanced opportunities to acquire greater cultural knowledge through outstanding elective courses and visiting international experts.

In addition to our longstanding tradition of exchanging cadets and midshipmen between the service academies, we also have 53 international 4-year exchange midshipmen from 28 different nations along with 21 semester exchange midshipmen from several foreign military academies enrolled at the Naval Academy, all of which contributes significantly to the Brigade's regional and cultural awareness.

Allow me today to conclude by referring back to the main focus of our Naval Academy mission, to develop midshipmen morally, mentally, and physically. The challenge of our mission is to maintain a very delicate balance between the moral, mental, and physical aspects of our curriculum and to ensure that we continue to graduate leaders that are prepared to lead sailors and marines immediately upon graduation.

I observe our midshipmen on a daily basis, and I am convinced that we are succeeding and achieving that correct balance for their limited time.

I hope that I was able to provide some insights into our institution's professional military education and how it touches every aspect of midshipmen development, training, and education at the United States Naval Academy.

On behalf of the students, the faculty, the superintendent, Admiral Fowler, and the staff at the Naval Academy, we thank you for your continued support within Congress and your commitment to the development of our Navy and Marine Corps future leaders.

Thank you, Mr. Chairman.

[The prepared statement of Captain Klunder can be found in the Appendix on page 63.]

Dr. SNYDER. Thank you, Captain.

We have been joined by Mr. Wittman, and he has asked us to proceed with your statements.

So, Colonel Tanous.

**STATEMENT OF COL. STEVE TANOUS, USAF, COMMANDANT,  
U.S. AIR FORCE SQUADRON OFFICER COLLEGE**

Colonel TANOUS. Thank you, sir.

Chairman Snyder, Chairman Skelton, Ranking Member Wittman, members of the subcommittee, thank you for this opportunity to appear and testify about Squadron Officer College (SOC). I am honored to discuss with you the important role the Squadron Officer College plays in the professional development of the Air Force's most important resource, its people.

Squadron Officer College is located at Maxwell Air Force Base, Alabama, as the Air Force's educational institution committed to developing company-grade officers. Squadron Officer College is comprised of two schools, the Air and Space Basic Course (ASBC)

for second lieutenants and Squadron Officer School (SOS) for our junior captains.

The college's curriculum is based on educational requirements established by a number of sources. Principal among them is the Joint Staff's Officer Professional Military Education Policy, the Air Force Institutional Competency List, the Air University Continuum of Education, and Strategic Guidance.

Combined, Squadron Officer College responds to over 140 separate learning requirements with an eye towards achieving its vision for the future. That vision is for the college to become the premier leadership development institution in the Air Force.

We are building towards that vision by executing our mission, which is to develop company-grade officers as leaders of integrity ready to fly, fight, and win in air, space, and cyberspace.

The college achieves mission success through its two schools and the numerous educational initiatives underway, and I will describe each of those briefly.

The Air and Space Basic Course is the newer of the two schools, launched just a decade ago. It is a 6-week resident program that is conducted 10 times a year. Two weeks of the course provide hands-on instruction in skills specifically related to operations in an expeditionary environment.

Specially qualified, enlisted and officers train the students who then execute what they have learned at two simulated deployment locations. One, a small tent city on the base, another at a 200-plus-acre remote site located about 30 miles from Maxwell.

In addition, students spend a week building a working knowledge of officer-enlisted relationships through interaction with students from our Senior Noncommissioned Officer Academy. They also receive three weeks of classroom instruction in the profession of arms and Air Force doctrine.

The Air Force goal is 100 percent attendance of its line of the Air Force officers to attend the school. Between 3,200 and 3,500 Air Force active-duty, reserve and National Guard officers attend the school each year. The Air and Space Basic Course graduated its 30,000th student last month.

The school represents the Air Force's investment in today's junior officers who will become tomorrow's air, space, and cyberspace power leaders. The Air and Space Basic Course is a crucial first step in the professional military education of Air Force officers.

The next step in that professional development is the college's second educational program, Squadron Officer School. Squadron Officer School is unquestionably a leadership school. The resident program is five weeks long and employs a wide variety of academic and experiential offerings.

A typical class consists of some 420 Air Force active-duty, Guard and reserve officers as well as a handful of rank-equivalent Air Force civilians. In addition, three of the seven classes each year host some 40 international officers from partner nations that enroll their captain-equivalents in the course.

The students also benefit significantly from interaction with others who have different specialties, experiences, and perspectives. Relationships that result are a major positive consequence of the program.

The Air Force goal is for 80 percent of the line of the Air Force officers to attend Squadron Officer School, and a distance learning version is available for those unable to attend in residence. Squadron Officer School is an innovator in professional military education and is key to the college realizing its vision as a leadership center of excellence.

This year, we began an effort to enhance its curriculum. Its efforts sparked interest from its academic counterparts across the country, including the University of Texas and Michigan State and Kansas State Universities.

An Air Force officer will remain at the company-grade level for roughly nine years. In recognition of today's complex national security environment, the Air Force is committed to additional development opportunities in order to match the increasing responsibilities and challenges they will face during that period.

As a result, the college has designed five targeted voluntary developmental distance learning offerings collectively known as the Company Grade Officer Leadership Program. The first course was offered in March of 2009 and the rest will launch later this year.

With an annual faculty turnover rate of roughly 1/3, the college must also make a robust investment in its faculty education and training in order to achieve the high standards it has set for instruction. We have designed a robust faculty development program that spans recruitment, orientation, initial training, and in-service sessions throughout a faculty member's tenure. Combined, these efforts produce our top-notch faculty.

Squadron Officer College has a critical mission. It is solely responsible for the professional development of the entire Air Force company-grade officer corps. We are accomplishing our mission through an array of programs and initiatives that ensure rewarding developmental experiences for our students.

I am justifiably proud of my people. Their drive and innovation underscore their commitment to the college's mission and to their students. The students' comments say it all. Squadron Officer College is on the right path to reach its goal of becoming the Air Force's premier leadership development institution.

I thank you again for the opportunity to testify and talk about Squadron Officer College and welcome your comments and questions.

[The prepared statement of Colonel Tanous can be found in the Appendix on page 75.]

Dr. SNYDER. Thank you.

Colonel Beaudreault.

**STATEMENT OF COL. BRIAN D. BEAUDREULT, USMC, DIRECTOR, U.S. MARINE CORPS EXPEDITIONARY WARFARE SCHOOL**

Colonel BEAUDREULT. Good afternoon Chairman Skelton, Chairman Snyder, Ranking Member Wittman, and distinguished members of the subcommittee.

I greatly appreciate this opportunity to address the subcommittee in order to discuss the accomplishments of your Marine Corps Expeditionary Warfare School (EWS) located at Quantico, Virginia.

Since 1921, the Marine Corps resident career-level education and training program has consistently adapted, anticipated, and effectively prepared its graduates to meet the complex challenges of the operating environments to which they were dispatched.

Today's Expeditionary Warfare School is the product of a 2002 merger between two Quantico-based career-level courses, the Amphibious Warfare School (AWS) and the Command and Control Systems Course (C2SC). That brilliant merger extracted the best of both courses; the command and control emphasis, or the C2 Systems Course, and the detailed instruction on expeditionary operations taught at Amphibious Warfare School.

EWS's 9½-month curriculum provides Marine, sister service and international captains career-level professional military education in command and control, planning, Naval expeditionary operations, employment of the Marine Air-Ground Task Force (MAGTF) ashore, operational culture, professional communications, leadership and ethics, and 8 weeks of hands-on occupational field expansion training.

Throughout the curriculum, an emphasis is placed on decision-making, the employment of combined arms, and maneuver warfare doctrine. The curriculum contains approximately 80 percent academic education and 20 percent dedicated to training.

The Marine Corps University (MCU) provides oversight of the curriculum through its curriculum review board process.

EWS challenges the students to think critically. In fact, it is the first academic class on day one. The curriculum provides them with a firm doctrinal foundation augmented with outside readings, guest speakers, the exchange of experiences, and reinforced with extensive practical application and planning exercises.

The program outcomes for EWS include the ability for a graduate to clearly express ideas in a well-reasoned manner that stems from a disciplined thought process. They will be able to integrate the capabilities of each of the four elements of the Marine Air-Ground Task Force, plan and execute Naval Expeditionary operations, integrate the six warfighting functions with consideration to the principles of war, maneuver warfare doctrine, and cultural factors.

They will be prepared to command a company or operate as a technically proficient staff officer within their element of the MAGTF. They will know how to lead subordinates within a framework of ethical values.

At a fundamental level, they will understand joint operations; coalition operations; the formation, organization, and purposes of a joint task force; and coordination with interagency and nongovernmental organizations.

The EWS faculty consists of 15 faculty advisors in the grade of major and three division heads in the grade of lieutenant colonel or commander. One hundred percent of the faculty advisors and division heads are highly experienced combat veterans with great appropriate command and staff experience. Seven hold master's degrees from command and staff colleges while two more hold master's degrees from civilian universities.

An EWS instructor position is considered a premier and upwardly mobile billet for a Marine Corps major with many generals having once served on the faculty and staff. The Marine

Corps University faculty supports EWS with academic chairs, scholars, and subject matter experts in the fields of culture, the Middle East, insurgency, terrorism, intelligence, leadership and ethics, historical case studies, interagency coordination, and our own faculty education.

Two hundred and forty-two officers will attend the resident EWS program in academic year 2010, which includes 190 marines, 22 soldiers, 6 airmen, 2 sailors and 22 international officers from 21 countries. Two hundred and thirty-seven officers graduated in May 2009, 191 of them, including our international officers, were Operation Iraqi Freedom (OIF) or Operation Enduring Freedom (OEF) combat veterans.

I anticipate that the student body for next month's incoming class will be similarly experienced.

EWS has a very powerful curriculum that for career-level officers is unique in the Department of Defense. A common misperception is that EWS is a school for captains. In reality, EWS is a school with a student body of captains who are preparing to be majors and beyond.

As the first step in the Marine Corps University's PME continuum, EWS provides a solid foundation for the intellectual and professional growth of our officers. Your Expeditionary Warfare School is a national treasure, one whose modest budgetary requirements provide the Nation an exponential return through the increased effectiveness of the career-level leaders that serve in our armed forces.

Thank you, Mr. Chairman, for a chance to speak with you today. I welcome the subcommittee's questions. *Semper Fidelis*.

[The prepared statement of Colonel Beaudreault can be found in the Appendix on page 84.]

Dr. SNYDER. Thank you all.

Before we begin our questioning, Mr. Wittman, I wanted to give you a chance for any opening comments that you want to make. We saw you on the floor of the House through C-SPAN so you looked very sharp—but, go ahead. Any opening comments you want to—

[Laughter.]

**STATEMENT OF HON. ROB WITTMAN, A REPRESENTATIVE FROM VIRGINIA, RANKING MEMBER, OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE**

Mr. WITTMAN. Thank you, Mr. Chairman.

Listen, in the interest of time, I would ask unanimous consent that my opening remarks be entered into the record for the committee.

Dr. SNYDER. Without objection.

[The prepared statement of Mr. Wittman can be found in the Appendix on page 43.]

Dr. SNYDER. Mr. Skelton can only be with us a short time. I recognize him for as long as he likes for any questions he may have.

The CHAIRMAN. Thank you very much, Mr. Chairman. I appreciate this opportunity. Unfortunately, I have a conflict. My questions would go on and on and on if I had the opportunity, but let me just limit myself to just a few, if I may.



My staff tells me that after six years of being a graduate of the primary institutions, the three, the Air Force, the Navy, the Army, undergraduate institutions, about 50 percent bail out and leave the military. My staff also tells me that about 70 percent bail out and leave the military after 10 years.

This, of course, disturbs someone who appoints people. And it is a rather rigorous process and very competitive for each member of Congress who has the privilege of appointing young men and young women to your service academies, and those figures cause me concern.

So I ask you, should I be concerned? And do you have any reaction to those approximate figures?

General? General Born.

General BORN. Chairman Skelton, I appreciate the question, and in looking at our mission statement, it is really about developing leaders of character for service or Air Force and to our Nation, ultimately.

Our mission statement, in the past, had in it to develop career Air Force officers, and that really has not been our focus, although during a four-year program, we hope that we will instill within our future officers an identity of being an armed forces officer, Air Force officer.

There are several complicating issues, I think, with some of the figures, be our economy, our force shaping throughout the years within the Air Force and, for us, our attrition figures at the 10-year point might be higher, in that over half of our graduates go on to pilot training, and there is a 10-year commitment, whereas those who are going into other fields, it is a 5-year commitment. So you will see some variation there.

Ultimately, we would hope that service in the Air Force, it—they would get hooked on the mission and hooked on the people and obviously we would love everyone to stay for a full career, but that is not part of our current mission statement, sir.

The CHAIRMAN. General Finnegan.

General FINNEGAN. Chairman Skelton, I think you should be concerned about it. We are concerned about it, as well, and it is an issue for us, for the retention of our graduates. We have about a 50 percent retention rate at the 6-year mark, as you said.

Part of that is for the operational tempo of the Army, currently. When you have a graduate who deploys three or four times in that six-year period, it is sometimes difficult to convince them that they should stay when they are leaving their family behind all that time.

One of the things that we have looked at and implemented a program in the last several years to work on this issue of retention beyond the five- or six-year mark is also related to things that this subcommittee is looking at, and that is the, what we call our grad school program.

As you probably know, all the graduates of the Military Academy incur a five-year active-duty service obligation and a three-year reserve commitment. If they are willing, at the time of graduation or just before graduation, to instead sign up for eight years of active duty rather than five and three, we will guarantee them graduate school at a graduate school of their choosing.

Then they will go to graduate school and incur an additional commitment to the Army which will take them past the 12- or 13-year mark. We have done this program for the last three years, and between that and signing up for a specific branch of the Army, you can do the same thing, three years additional active duty if you sign up for infantry, for example, if you want that branch. We have more than 33 percent of every graduating class has signed up for those options.

So we anticipate, as we look to the future, that those retention figures are going to improve dramatically.

The CHAIRMAN. Captain.

Captain KLUNDER. Mr. Chairman Skelton, I have similar dilemmas in terms of pipeline and training wickets that we meet, just as General Born described to you in the Navy and specifically, like in Naval aviation for training, but I will offer this.

The encouraging spirit that I see in our most recent classes at the Naval Academy and the young people that are committed to serving their Nation, I do feel that if we can capture that and indeed try to instill that continued inspiration in their hearts to serve their country in the future years, I think we have some fertile ground here to plow.

Something that we have taken on at the Naval Academy recently, as General Finnegan mentioned at West Point, our strategic imperative—I can't speak for the entire Navy—but what we are trying to do is go back to our alumni in the fleet, assess what it is that exactly, at that critical time in their milestone career, what is driving them out or keeping them in.

We have seen in our recent discussions with the bureau that we have a lot of people that do want to stay in. I can't say that we are going to see that bow wave change dramatically, but we do see encouraging statistics. I won't speak for them because I just keep inside the Naval Academy line, but we are comforted in talking to our alumni. More than not, now, we are seeing them wanting to stay in the Navy.

The CHAIRMAN. We did some considerable investigation hearings a number of years ago trying to identify the need for jointness, but also the need for strategic thinkers within the military.

And not too long before he retired, I had the opportunity to talk with General Peter Pace, and I asked him in the average class that graduates from the National War College, and most would be lieutenant colonels and colonels, how many could actually sit down and have an intelligent conversation with the late George C. Marshall? And he said three or four.

And that is really pretty good. All of them would understand strategic thinking, but if you have three or four that are on the cutting edge, I think that is pretty good.

Now, flash backwards to the young lieutenants and ensigns that you produce in your schools, and I realize that is early in one's career. But can you put your finger on those that just might be a strategic thinker and be a potential leader in that area? And, if so, how would you recommend to your service to take care of that person and to guide their career so that that ability would be enhanced?

General Born.

General BORN. Chairman Skelton, another great question, sir.

The program that the service academies have, fundamentally, are based upon a core curriculum that is balanced between the humanities and social sciences and engineering and basic sciences, but just having that foundation of subject matter isn't enough to produce the strategic thinker that could have a conversation.

What we have tried to do is develop a program that is aligned with purposeful, intentional development to meet students where they are and to help them reach their highest potential in all areas of the program.

We have established learning outcomes that are in the three main areas that I mentioned in my opening statement on knowledge, skills, and responsibilities, and those three main areas are followed up with 19 learning outcomes that we have established at the institutional level for our entire program.

Those outcomes are aligned with liberal education outcomes in America for citizens as well as the institutional competency list for our Air Force. One of those Air Force competencies, and also embedded in the higher education, is strategic thinking.

And what we have tried to do in the past where a course was enough to learn material is to link courses intentionally, developmentally to hold students accountable from one year to the next in a developmental fashion and also to provide avenues for those that excel.

One of those examples is our Academy Scholars Program where we identify very early, matter of fact, halfway through a four-degree freshman's period of—somebody who is an outstanding performer, and we put them through more of a St. John's accelerated, more of a seminar-based core sequence, and they are with some of our most senior scholars. They have other opportunities that go with that with participating in Aspen Institute, and Developmental Model League Nation opportunities.

But we have a dedicated faculty of professionals who pick out people, not just in the academic arena, but those that will be leaders in their squadron area who become some of our group commanders and wing commander levels or in our athletic arena who rise to be the captains of their teams and then also become NCAA All-American academic scholars or athletes.

And we also identify those to go to special developmental programs. One of those, for example, is a commander-leader enrichment seminar which is an advanced leadership development opportunity for our cadet leaders as well as our team captains.

So, to answer your question, it is more intentional and developmental to help students connect the dots to have more deep learning and effective learning for a very complex, volatile, dangerous technical environment that they are graduating into in the 21st century.

The CHAIRMAN. Thank you.

General Finnegan.

General FINNEGAN. Chairman Skelton, I am not sure we can identify strategic thinkers at our level, but we can certainly identify good thinkers and even great thinkers who can solve problems. And that is really what we are trying to do is create young men and women who can solve problems that they haven't seen before.

We are not trying to teach them what to think but how to think. And that, of course is the germ for eventual strategic thinking, to face problems that you haven't seen before and figure out ways to get to the solution.

We have many of the similar programs that General Born described. We have identified scholarship candidates early on. We identify them and channel them into particular programs, into particular seminars.

We also have an extensive summer program in internships, 600 within the United States at various agencies, including with offices and members of Congress and 600 overseas. And we will take some of those high-performing cadets and specifically select them for those programs to develop their intellectual capability and to help them in the classroom.

I think you have touched on one of the issues that is sort of beyond what we can do. And that is once we have identified these high-achieving young people who have done very well at the academies and maybe been scholarship recipients or been in an Academy Scholars program, what happens to them out in the force?

Because they then go in the Army circumstances, of course, the normal path and probably the required path and the right path is to go be a platoon leader and a company commander and do the kinds of things that they need to do in the Army.

We have to find a way to keep them connected to their intellectual development, as well, at the same time. That is something that the Army must grapple with in addition to us.

The CHAIRMAN. Captain.

Captain KLUNDER. Yes, Chairman Skelton.

We have felt very strongly about not only just strategic thinking but strategic awareness, and what I will offer is that all of our midshipmen need to be absorbed and have the opportunities to take on the awareness, not only in a professional manner, but in a globalization kind of manner, internationally speaking.

We want to provide that to all of them.

Now, once we have done that, it is our challenge—and I know General Finnegan just alluded to it a little bit—we are very proud of our scholarship and graduate education for midshipmen, as they graduate and become ensigns and second lieutenants.

The challenge for us—and I have talked about this with the Bureau of Personnel—we want to ensure that we are mentoring them closely during that graduate education process to ensure that, when they are done and they have attained all the accomplishments and strategic thinking they can absorb and use in their professional careers, we want to, as quickly as possible, and in an efficient and effective way, get them into their other major training pipelines so we don't lose any time with them to keep them upwardly mobile.

That has been something in the past—I don't know what the other services, how they experienced—but that is a challenge for us and we have taken that on. We are going to closely monitor those upwardly-mobile strategic thinkers that we have identified in the graduate education program to ensure they are successful throughout their careers.

The CHAIRMAN. Thank you.

My very last is a request of you. Some six years ago, I put together a recommended reading list for military officers and for members of the Congress, and it was well-received over here at the National War College.

Just a few days ago, I compiled a recommended book list number two and I will ask the staff at a later moment to give you my list, and if you have a few moments, let me know that you would critique my list for me—if each of the five of you, I would really appreciate it and tell me good, bad or indifferent thereon. [Laughter.]

I appreciate your testimony and I apologize. I must go and, Mr. Chairman, thank you so much.

Dr. SNYDER. Thank you, Mr. Chairman. And thank you for all the work that you have done throughout your career on these topics.

Mr. Wittman and I will begin our questions, and we will use the 5-minute clock.

Yes, thank you, Mr. Chairman.

And we will just go back and forth for 5 minutes. Go ahead and start the clock.

General Born, you kind of are in the hot seat right there just because you are at the end, so we start with you, but let me go a different way. Let me ask a general question first, and I will come back later to a specific question for each institution.

What avenues are there for you all or whoever makes decisions about your student body, your curriculum, how you are doing, what opportunities are for your institutions to hear from the combatant commanders about how your folks are performing, you know, based on what they learned at your institution?

I think, Colonel Beaudreault, we will start with you.

Colonel BEAUDREULT. Mr. Chairman, the student body is basically initially screened by the monitors, the occupational field sponsors, on looking through the records of everybody that is eligible. There is then a selection board meets to pick those best qualified to come to the school.

Most of the captains, when they arrive, have anywhere between five and seven years experience, so it is limited observation. Some of it will be their performance at the basic school as a lieutenant, and then their performance in the operating force is as a platoon commander, company executive officer, young pilot, things of that nature.

So it is a selection board process. Did I answer the specific question?

Dr. SNYDER. No, but my question is so they go through that process—

Colonel BEAUDREULT. Sir.

Dr. SNYDER [continuing]. They go to their next duty assignment. What process do you all have for hearing from the combatant commanders about how your folks performed against those people who did not go through the kind of training that you all provide?

I mean, you think, and I agree, that you add value to these remarkable young men and women. Do the combatant commanders agree with you? What process do you have for evaluating, I mean, if they can't see any difference, then why waste their time and our money on doing it?

So my question is, what formal process do you have, if any—and you may not have any—for hearing from the combatant commanders, the users of your product, in a very crude way, about whether you all are giving them something that is helpful to them or not as far as personnel?

Colonel BEAUDREault. Yes, sir. It is personal visits by the director of the school, such as myself, and it is a survey process that goes out to the commanders for their input on those that recently graduated. And then we also send a survey to those that graduated from the course to see what deficiencies we may have in the program and did it best equip them to go out and assume that position as a staff officer.

Did we adequately prepare them to be company commanders?

So, it is really a survey process is the formal method. Informal method is the director getting out and about, talking to the battalion commanders and the regimental commanders, Marine Expeditionary Unit (MEU) commanders, et cetera, on the performance specifically of those that graduated from the resident school.

The baseline course, as mentioned by Colonel Tanous, is a non-resident program and certainly the resident course brings a bunch of enhancements that aren't available to a nonresident student. And I think that is the major difference.

There are EWS graduates from a nonresident program that are parts of battalions and squadrons, et cetera. But, specifically, we are after what can we do in-house at the resident course that is going to turn out that better product, and it is done through that survey and personal visits.

Dr. SNYDER. So, I don't mean to put you on the spot since, but since poor General Born has been on the spot all day. So somewhere—you said surveys—so somewhere, do you have a series of surveys signed by Admiral Olson from special ops command?

You were in his position the last couple years as the combatant commander or the previous four years as the deputy that says we have looked at the people you have sent us and we find them lacking. We find them superlative.

You have mentioned battalion commanders, I am talking about the combatant commanders (COCOMs).

Colonel BEAUDREault. No, sir, not to the four-star level combatant commanders. Our survey process really ends at the O-6 level.

Dr. SNYDER. At the O-6 level.

Colonel BEAUDREault. Yes, sir.

Dr. SNYDER. Colonel Tanous.

Colonel TANOUS. Chairman, our formal institutional effectiveness process is directed at both the student and the student supervisor. So, to directly answer your question, no, we don't have direct feedback from the COCOMs themselves saying this is how well our students are doing in the field once they graduate from Air and Space Basic or SOS.

So, the bottom line is we go back, normally, after a year and say, okay, the year has gone by. Tell us, students, what do you think of the education that you got from the school. Did it add value to your contribution at the unit, and then go do the same thing with the supervisor.

And we have got a series of questions that we ask them that essentially say, hey, they have been through Squadron Officer School. Did they get what they were supposed to get out of it? And then we take that feedback and we roll it back in to our curriculum development process.

Dr. SNYDER. Captain Klunder.

Captain KLUNDER. Yes, Chairman Snyder. We specifically use our OPNAV staff and our Chief of Naval Personnel (CNP) as our conduit to let them evaluate are we sending the right type of ensigns and second lieutenants out into the fleet and to support the COCOMs.

So, there is a formal requirements process and we serve to that need.

That being said, I will offer that, in not necessarily a survey kind of format, but in actually demand signal kind of format, we have had the COCOM's come to us in an undergraduate level and say we would like to offer these kind of internships to the Naval Academy to give them increased awareness and an early jumpstart on the kind of political-military situations they might encounter.

I will give you the perfect example. The Joint Task Force—Horn of Africa (JTF—HOA) down in Djibouti last summer came to us and said we have a great idea we would like to offer you for 12 to 20 midshipmen. Would you like them to come down for a summer internship. We said you bet. Can we make it work? You bet. And, as it turned out in the end, they had a great experience. We are doing that again this summer.

I also offer to you that in other, kind of, summer training, we have had people go to internships in Africa Command (AFRICOM), Southern Command (SOUTHCOM).

Again, they are not asking are we meeting the—scratching the itch they require right now of our young, undergraduate level, but, as a minimum, they have come to us and said we have a demand signal to give this kind of undergraduate awareness, cultural awareness, geographic, geopolitical awareness, and we are providing that, and we think that is a success story.

As for meeting the requirements from the COCOM specifically, Admiral Stavridis, Admiral Keating, when they talk to OPNAV staff or CNP, we feel that we are meeting that need, sir.

Dr. SNYDER. General Finnegan.

General FINNEGAN. Sir, I guess my answer combines probably Captain Klunder's and Colonel Tanous's. We have a system where we assess both at the battalion commander level and at the graduate level after two years and after five years.

We also work very much with the combatant commands, although we don't specifically ask the combatant commanders are our folks meeting your needs. It is more in the reverse. We have cadets who go to Central Command (CENTCOM). We have several cadets who are in CENTCOM this summer. We have 18 who are in Africa this summer who are doing internships with that command.

We have a continual relationship with the Southern Command and have sent a number of cadets down there during the summers and their folks come up on our project days, some of their both al-

lied officers and officers from Southern Command come up and evaluate the projects that we have done.

In addition, we traveled to some of those commands, particularly Central Command. Last summer, the superintendent and I both traveled to Afghanistan and talked to General McKiernan over there. This summer, General Hagenbeck, the superintendent, traveled to Iraq, talked to General Petraeus, General Odierno, and the other commanders over there to get their assessment of our graduates.

Dr. SNYDER. General Born.

It is nice to be number five sometimes. [Laughter.]

General BORN. Chairman Snyder, I thank you very much for being the last. [Laughter.]

And I will pick up on the theme that emerged and that is one of both informal as well as formal feedback, but probably more that we can do directly with the combatant commanders.

Informally, we do get a lot of feedback and we currently, this summer, had 100 of our cadets over in the CENTCOM arena. We have had 70 of our faculty deploy, mostly to Iraq and Afghanistan, over the last year. And so there is a lot of conversation in terms of, you know, how are our graduates doing?

I also had the opportunity to travel to Afghanistan twice in the last year, once with the superintendent from West Point, and we met with our graduates while we were over there and got a sense from their perspective on how well prepared they were for the mission that they are facing there.

But we also have some formal assessment of our graduates at the four-year point where we go out through our Air Force Personnel Center to assess all of our new accessions in the first four years of service as well as their supervisors slash commanders.

And the assessment is aligned with some of the institutional competencies, one of them being strategic thinking, that we talked about earlier. And we probably could look at that data, not just in terms of a breakdown of Air Force Academy graduates, Officer Training School (OTS) and Reserve Officers' Training Corps (ROTC), but also ratings that came out of the combatant commands as well as our own major commands.

We are in the process right now of assessing our 2008 data. We do it about every three to four years.

Dr. SNYDER. Mr. Wittman.

Mr. WITTMAN. Thank you, Mr. Chairman.

I want to thank all of the members of the panel for joining us today, taking time out of your busy schedules.

I want to kind of drill down a little bit on the chairman's questions. He was asking about how you go about the evaluation process on your graduates and how that opportunity and that experience is serving them and serving the branches.

We all know the experiences there are unique, whether it is there at the service academies, whether it is—they are at the Expeditionary Warfare School, the Squadron Officer School—all very unique experiences, bring a lot of things to the table, a lot of value to the table.

I want to try to understand a little bit about how all of that gets integrated. If you take the DOD requirements that you have, the



service and the Joint Chiefs of Staff (JCS) requirements, how do you integrate that into the pre-commissioning experience, and then also how do you take the lessons learned in current conflicts and integrate that in?

So, you are taking those requirements, the real-world efforts there and current conflicts. How do you integrate all of that to make sure that those requirements and lessons learned get incorporated into the educational experience and the efforts to develop our junior officers?

So, this is kind of, I guess, at a level before the evaluation. It is sort of building that to the point, and then, obviously, you talked a little bit about the evaluation point. I wanted to understand, you know, how you build that, both on requirements and on taking experiences being learned in current conflicts and integrating those together for your education and development of your junior officers.

And we will start, now, in the middle of the table.

So, Captain Klunder, we will start with you, and then we will go around. [Laughter.]

Captain KLUNDER. Thank you, Congressman Wittman.

Mr. WITTMAN. Thank you.

Captain KLUNDER. We have struck a chord here in that we have seen that, also—a challenge always to assess yourself and assess what the COCOM's and specifically our Navy and Marine Corps leaders want for requirements in their undergraduates.

That being said, we have had a very effective Academy Effectiveness Board. We use that on an—well, annually it assesses, but it is the actually meeting every month at our Naval Academy to assess our curriculum and then provide modifications to the curriculum as needed.

The most dramatic change recently was in—excuse me, two-and-a-half years ago, it was in 2006, when we actually created a little additional white space in our curriculum. We reduced the number of credit hours by three so we could provide more flexibility in electives to respond to those type of emerging threats and situations we might like to highlight for our midshipmen.

There is also an aspect, again, because we report to OPNAV and specifically to the Chief of Naval Personnel. We are having just next week—the timeliness of this question is perfect—we are having our education curriculum review with all our graduate and undergraduate institutions next week for the Navy.

We will meet. We have priorities we establish with them and determine what type of curriculum modifications we might like to make. So, again, we are getting ready to do that here in the next week and my dean with me have already been talking about our priorities.

Thank you, sir.

Mr. WITTMAN. Thank you.

Colonel Tanous.

Colonel TANOUS. Sir, that is a very well-timed question, as it turns out, for Squadron Officer College.

We just completed an entire review of our curriculum here back at the beginning of April and started instituting changes as a result of that at the beginning of May. And what we have done is

gone back and looked at all those higher headquarters requirements that I referred to in my opening remarks.

But we also have the opportunity to roll in the experiences of our instructors, as well. Because we are short courses, one of the unique things that we can do, I think, is focus on what the students and the instructors bring to the flight rooms.

And the construct that we have got allows us to focus on the learning requirements that we know what it is that we are trying to accomplish in each element of the class, but then the instructors bring their experiences to bear as well, and when we have got 12 to 14 members in each of the flights, especially for Squadron Officer School.

What we have got there is four- to seven-year captains who, a lot of times, have been deployed once or twice and they have got that to bring to the discussion as well.

And one of the things that we have done is moved away from the set piece PowerPoint presentations where here is the learning objective. And you just kind of pound through the charts and maybe a little guided discussion at the end and call it a day, to really open it up to where we going more into the case-study mode of operation, the guided discussions where the discussions really are led by the flight commander but we leverage the experiences of the students in there.

And, to the same extent, even though we don't have that experience base in the Air and Space Basic Course, again, we start with the requirements, but we weave in the experiences of our instructors.

So, we have got most of our military instructors are coming in after at least a tour or maybe two. A lot of them have deployed. We recently hired 15 expeditionary skills instructors to do that expeditionary training piece.

Now, almost all of them have been deployed and have some very unique experiences to share. So, half of what goes on in the field is just that interchange so that we can roll in those firsthand accounts of what is going on in the field with the requirements that are levied on us. So we have got kind of a tapestry going on.

In a short course, it lends itself to some flexibility from that standpoint. We have built, instead of just a chock-a-block schedule, more of a weave over the five or six weeks of each course to make sure that we are meeting our levied requirements, but also leveraging that real-world experience.

Mr. WITTMAN. Thanks.

Colonel Beaudreault.

Excuse me. [Laughter.]

Colonel BEAUDREULT. Congressman Wittman, as a tactical-level school that touches on the operational, we are very much responsive to the needs of the operating forces and it goes into Chairman Snyder's earlier question that the feedback we receive from the operating forces on whether we are hitting all the points that we need to at the courses is really driven by the demands there.

How do we respond to that?

We have a current operating environment module that takes place every spring. The beauty of Quantico is the co-location of our school with Marine Corps University, with the Center for Advanced

Operational Culture as well as the Marine Corps Center for Lessons Learned is headquartered out of there.

The immediate feedback from the Lessons Learned Center as well as information that may be flowing from Helmand Province or still in Anbar Province will get worked in to the current operating environment module to make sure that we are teaching relevant information that is going to arm and equip them as soon as they walk out the door in May.

Certainly, the Commandant's guidance gets fed in to our content review, which goes annually at the end of the academic year, and at the end of—we have five major modules of instruction—at the end of each module, there is a curriculum review that takes place as is there a comprehensive curriculum at the end of the year that gets, again, approved by Marine Corps University for any major changes in curriculum.

Combat performance, sir, in sum, is the number one driver of whether Expeditionary Warfare School is hitting the mark or not on what we produce.

Mr. WITTMAN. Okay. Thank you, Colonel Beaudreault.

General BORN.

General BORN. Thank you, Member Wittman.

Our process that I talked about earlier is moving towards aligning with how do we best meet the needs of our Air Force. And, again, I mentioned the institutional competency list and also to receive a bachelor of science degree with a liberal education foundation, what kind of skills, knowledge, responsibility should our graduates have?

From a very macro perspective, what we are trying to embrace in an effective, efficient way is a learning-focused culture, learning organization, which starts first with what is it that we are trying to achieve, and then how do we go about, what kind of program or lesson do we go about to embed that learning outcome?

Then, how do we assess? Is the student getting it? Is our program delivering, and then feedback that to the system in order to adjust that learning activity or to adjust the program objectives overall.

So, from a multiple-level perspective, I will answer at our institution we also have an institutional effectiveness program that will look at whether or not we are achieving that loop and closing that loop. We, fortunately, just received our accreditation, and that is what they look at.

They look at what you say you are about as an organization to meet your customers needs, and are you effectively demonstrating that you are achieving that.

So, that is one way, but all the way down to the lesson level, that same loop is involved. And so instructors spend a lot of time. And when you have 70 who deploy in a year, they bring back that so what, how do I embrace a learning activity that is going to achieve that strategic thinking or critical thinking outcome?

Our curriculum process is very similar. We have emerging recommendations on changes to close gaps that come through departments and their individual courses in the core curriculum, but they also can come through our junior faculty forum or through our faculty forum. They can also come through from external rec-

ommendations, which we evaluate and, ultimately, must be approved as our program at our Academy Board level.

Mr. WITTMAN. General Finnegan.

General FINNEGAN. Congressman Wittman, as at the other academies, our assessment process is continual. We have an Assessment Steering Committee, we have a Curriculum Committee that meets regularly during the year to evaluate these things.

And much of it for us comes from our faculty, both our permanent faculty and our more senior military faculty who deploy. We have had more than 300 faculty members deployed since 9/11. In fact, right now we have several of our senior faculty members who are on General McChrystal's staff and others who are on General Odierno's staff for 6- to 12-month periods.

So they will come back and help with that.

The other aspect of the faculty that is great for us is that our rotating military faculty, which makes up 60 percent of our faculty, all of them have been deployed, many, multiple times. So they come from their graduate school program, recent experience in the Army, and they talk to us about adjustments to the curriculum as well.

We have made some significant adjustments overall since 9/11, added two minors, one in terrorism, another in regional studies, added majors in nuclear engineering and chemical engineering because of nuclear and biological threats.

And in response to the first part of your question concerning requirements from DOD or JCS, we had the DOD Language Transformation Roadmap a few years ago that asked us what we were doing about cultural immersion and language proficiency and directed us to increase our programs.

And what we did was, up to that point, every cadet had to take one year of a foreign language. We thought that that probably was inadequate, so those cadets who major in humanities, now, are required to take two years of a foreign language. Those who major in math, science and engineering still take one year of a foreign language.

But the first year of that language, whether you are doing one year or two years, is now taught five days a week so that it is sort of a mini-immersion experience.

In 2001, we had two cadets who spent a semester abroad in France. Last year, we had 142 cadets who spent a semester abroad in 14 different countries. In 2001, we had 126 cadets who went to 25 countries over the summertime. This year we have 560 cadets going to 70 different countries.

So we are increasing both language proficiency and cultural awareness because that is clearly something that our Army needs right now and that our graduates need.

Dr. SNYDER. General Born, in your written statement you talk about the percentage of military versus the percentage of civilian faculty. There has been some criticism of the Air Force Academy, however, that in that your civilian, significant numbers of them are actually retired military.

The report that came out several years ago, the Larson Report, discussed that issue, but there doesn't seem to be any movement

by the Air Force Academy in terms of looking at that issue. What is going on?

General BORN. Sir, the question with regard to mix of the faculty and the Larson Report, our ideal composition in response to the Larson Report was 25 percent civilian and 75 percent military faculty, and we have risen to about around 30 civilian faculty and about  $\frac{1}{3}$  of those faculty are retired military.

We have tried to hire nationally based on our advertisements in the Chronicle of Higher Education and select the best qualified. And we try not to, in our processes, advantage military or disadvantage military, retired military.

We haven't set a floor or a ceiling, but we monitor to see the extent that our civilian faculty positions are retired military. Right now, the blend is a wonderful blend in terms of having the pure civilians, many whom have been with us since 1992 when they arrived, which shows their tremendous commitment and dedication to the mission.

We have a nice blend with our military faculty who are providing a little bit more of the operational perspective, and with the turnover that we have, and I think, arguably, we probably—matter of fact, I think we can demonstrate, we had the highest rotation of faculty—having a core of our civilian faculty as retired military actually helps us achieve our mission where they have a balance of both their military experiences as well as their advanced scholarship.

Dr. SNYDER. When you make the comment, you didn't think that people should be advantaged or disadvantaged by being former military, but, I mean, I am not sure why not.

I mean, if you make a decision that you want so many percentage to be pure civilian so they may come from a life of being a retired State Department, being a retired physician who worked in third-world countries or whatever, I don't see that you are somehow drawing some ethical line in the sand to say we want a blend of people who are pure civilians.

So I mean, you were criticized by the Larson Report, and the criticism still stands, I think. But those numbers, by the way, we have votes going on, so Mr. Wittman and I are going to have to leave here for a little while and then come back.

But, General Finnegan, what is going on with budget cuts with regard to faculty and staff and where are you at with that?

General FINNEGAN. Sir, the Army is facing budget cuts and personnel cuts in what we call the "institutional Army" in an attempt to help build up the "operational Army," those forces that are actually fighting.

The Army is undergoing a total Army analysis, and it looks like we may face a minor personnel cut on our military staff.

Dr. SNYDER. So, is what you are saying is, essentially, that slots that you all have are being shifted for operational slots?

General FINNEGAN. Yes, sir. Yes, Mr. Chairman, that is correct.

Dr. SNYDER. Now, have you actually had some cuts already?

General FINNEGAN. It is not final yet. We are undergoing the process right now. The Army is trying to decide. The latest news we have is that the cuts will not be severe, but there will be some cuts.

Those we can withstand. It will be more difficult because we are continuing to bring in larger-size classes as we grow to a corps of 4,400 from 4,000.

If we combine those with budget cuts, though, that causes significant issues because one way to make up for some small military cuts is to hire additional civilian faculty, but that causes pressures on your budget because the largest part of my budget, the dean's budget, is the hiring of civilian faculty.

So, if we combine personnel cuts on the military side with budget cuts overall, that will have a significant impact on our faculty.

Dr. SNYDER. So there is not a one-to-one offset?

General FINNEGAN. No, sir.

Dr. SNYDER. Colonel Beaudreault, you refer to it in your written statement about the issue of laptops and where you are at with laptop computers. I am confused, I think, because, I mean, I would think that that is a pretty basic thing in an academic environment or some kind of teaching environment.

I remember Dick Gephardt, when he was here, he told me a story—it was quite a few years ago, now—and he made some speech about, you know, how there was going to be funding for these computer labs in every school and, afterwards some guy came up and said you politicians are so stupid, so stupid. And Gephardt said what do you mean?

He said well, let me ask you a question. When you were in school, did you have a pencil lab? Did you go down once a week for an hour and they give you a pencil and you would use your pencil for an hour and that would hold you for that week?

I mean, aren't we past the point where we think that having a laptop computer for a student is a luxury? I mean, shouldn't that be more important than a whole lot of other things at your school, and in your statement, you say only three of your 15 conference groups are going to have laptops.

That is like saying a grade school 30 years ago, 40 years ago, 50 years ago didn't get a pencil, isn't it?

Colonel BEAUDREULT. Yes, sir.

Some of the—

Dr. SNYDER. I mean, how much total money are you talking about to get additional computers for 12 more conference groups?

Colonel BEAUDREULT. Mr. Chairman, the money, I think, is out there through Marine Corps University or Training and Education Command.

Part of our challenge right now is the infrastructure of the building in terms of being able to plug those computers in to a network that can support 15 conference groups at 16 students each, 15 to 16 students each to be able to tap in.

So what we need to do first is modernize the infrastructure of the building—

Dr. SNYDER. Does that mean that the money is out there for the computers but it is not out there for the infrastructure?

Colonel BEAUDREULT. My understanding is the money is available for both ends of the project, sir.

So it is in the works. In fact, it is an ongoing issue. We are having a discussion with the Marine Corps University at the moment. Money may come through through Training and Education Com-

mand or Marine Corps University may want to stagger it out over a period of two academic years.

We are going to have to see, only because once the infrastructure starts to get laid into the building, it could become very disruptive to the ongoing instruction we are trying to provide during the course of the academic year.

So we need to find how long is the project going to take and when is the best time to do it. But I think the money is out there to actually make it happen.

Dr. SNYDER. It just seems like that is a pretty basic thing.

I can't remember what it was, six or eight years ago or, the committee had a private meeting with some special-ops guys just to show us their equipment. And of course, you know, it is the weaponry and the protective stuff.

But, anyway, one was the guy's laptop, and I always remember the special ops sergeant said—who had done missions overseas—said you know it is going to be a bad day when your Microsoft Outlook won't open. [Laughter.]

And I don't think that was ever a line from a John Wayne movie, you know? [Laughter.]

But, you know, if there is a way that we can help on it. I mean, this seems like pretty basic stuff. I mean, when you are putting in a written statement to Congress that you are proud of the fact that you have got three of the 15 with computers when that is as basic as a pair of boots for guys going in the field, I mean, as basic as that.

I think, Mr. Wittman, we probably better—

Mr. WITTMAN. Yes.

Dr. SNYDER [continuing]. Better go.

And if you all don't mind waiting here, they assure us it is five votes. The first one is about done, and then the next four are two-minute votes, which, in Congress time, is probably about four minutes, but I don't think it is going to be terribly excessive.

If it looks like it is, we will let Dr. Fenner know, if that is all right.

We will be in recess.

[Recess.]

Dr. SNYDER. Those were the last votes for the day, so we will be uninterrupted.

Mr. Wittman.

Mr. WITTMAN. Thank you, Mr. Chairman.

I will just ask a simple question and we will go down the line.

General BORN, can you tell me, how are ethics taught at the academy?

General BORN. Thank you, Member Wittman.

Ethics is a part of developing leaders of character, and we have 1 of our 19 outcomes we talked about earlier is ethical reasoning and action. All of our program is really oriented to develop cadets over four years in ethics and integrity.

We have a robust character development program that really is a synergistic activity, both for our cadets, but also for our permanent party. We have a statement that says we really graduate two classes every year.

One of them is our, obviously, our second lieutenants entering into the Air Force, and the other is our rotational faculty, up to  $\frac{1}{4}$  or  $\frac{1}{3}$  that go back out into the operational Air Force. And so the character development is for all.

And we also have an ethics across the curriculum thread that leads to that one outcome to have specific experiences.

For example, we have four character-development programs over the four years that are graduation requirements, and they are aligned with our officer-development system which starts with focusing on personal leadership development, values, attitudes, and then it goes to an interpersonal level in terms of respect and dignity as you have an interpersonal relationship and coaching and mentoring others, and that is for a sophomore level.

Then one at the team level, which is for our juniors where they start to take on team leadership roles within their squadrons and then, again, as seniors and more of an organizational level, how do you align, now, an ethics program within the organization and Air Force?

And we have mentors and facilitators that come in too and provide ethical dilemma examples, case studies, if you will, on how they can reflect upon some of the challenges that they may have.

That is also integrated across the four years with our thread towards the ethical development in our courses. And, you know, we start as a fourth-classman and again throughout their curriculum, along with some of our other programs, and we have embedded assessments throughout there to see are we meeting the target for you as a student, but also so we can assess a class or at the institutional level overall.

But, I guess the final answer is that developing leaders of character is really what every single member at the United States Air Force Academy is really there for and focused on in our student population, but to have our students develop, we are also developing along with them.

Mr. WITTMAN. Thank you.

General Finnegan.

General FINNEGAN. Congressman Wittman, it is very much a similar answer. Ethics is embedded throughout our curriculum.

We have a Simon Center for Professional Military Ethics, which runs our overall ethics program. There are classes that begin as early as this summer with the new cadets who are there now and continue throughout the four years.

They are taught some by the tactical officers and tactical NCO's who are assigned to each company, but about 300 of our academic faculty, as an additional volunteer assignment, teach those ethics classes during the year as well.

It culminates in their senior years, their first four years, with a new course we have, MX-400, which is a combination of a military science course and a combination of integration of many of the topics we have had that particularly focuses on ethics and ethics on the battlefield.

One of the centerpieces of that is the Battle Command Conference that we have each year, and this past April we brought about 300 junior officers and NCO's back from the Army, mostly from very recently deployed or about-to-deploy who spent 2 days,



2½ days with all of our seniors talking to them about small unit operations, but particularly the moral-ethical aspects of those that are so central to what we are doing now.

We also have, as an adjunct to that, a Robust Law of Armed Conflict program that starts in their summer training before their sophomore year. We have just undergone that. We integrate problems into scenarios there. We teach the classroom instruction in it and then continue to integrate that into summer training aspects as well.

Mr. WITTMAN. Great.

Captain Klunder.

Captain KLUNDER. Yes, Congressman Wittman.

It is clear with my other panel members that this is absolutely a cornerstone of what we believe in at the service academies and other schools. And I mean, truly, it is what sets us apart from other institutions in this great country of ours.

I will offer as a small anecdotal little piece, it is clear that the rest of the country is catching on to how important this is and what we do and how we lead young people in this great world, and that, this last year, we had a leadership conference with the Naval Academy and we had 33 representatives from other institutions and civilian colleges and organizations around the country that attended that. That was the largest number we have had, ever.

So, again, we are very happy with that. Now, particular to our institution, we find that it is not only in an academic environment study. We are clear in our four-year development, just like General Born described. It is a four-year progress in the academic world, but it is also something that we feel very strongly in the practical, more on-the-job training (OJT) kind of environment.

What we teach in the academic classroom I must absolutely adhere to and practice in the Bancroft-Hall, everyday environment when we lead young people.

So I own that, and that is very near and dear to my heart and I am very passionate about honor, integrity, ethics. It is something we stand for. Not only academic and OJT practical, but we will bring guest speakers from all over the country. We have seminars. We have senior mentoring. I have a great, very short story.

There was a young man that was having a little difficulty, wasn't quite getting the picture on what it really meant inside here and up here. We had a senior mentor—it just happened to be General Peter Pace, who is a great graduate from my institution—and we said, General, would you like to take this one on? He said, you bet.

So, we had a young midshipman talking to a senior four-star marine general about mentoring. It was a total success. He got it. But I offer that small example as we will go to any lengths we can to try and inspire our young people in this kind of field.

Again, I know General Finnegan has alluded to his center. We have the Stockdale Center for Ethical Leadership. This is hugely important to us and I think I will leave it at that, sir, if that is okay.

Mr. WITTMAN. Thank you.

Captain KLUNDER. Yes, sir.

Mr. WITTMAN. Thank you.

Colonel Tanous.

Colonel TANOUS. Congressman Wittman, as has been stated before, ethics is weaved into everything that we do and we have got short courses, but that doesn't relieve us of the responsibility to address this in its entirety.

And I will just tell you from the time they come into the Air and Space Basic Course as a lieutenant until the time they leave Squadron Officer School as a captain, in both courses and in the distance learning courses as well, we focus on the core values, in particular, and ethics, specifically.

And, in fact, one of the things that we rely on to kind of guide how we emphasize that is the institutional competency list that the Air Force provides and there are four in particular for instance for SOS, decision-making, developing and inspiring others, building a team, and ethical leadership.

So we focus on those four in particular for Squadron Officer School and rely on that and the underpinnings of the Air Force Doctrine Document 1-1, because that basically tells Air Force officers how to act. And so we try to instill that throughout the entire course.

And the same is true for the Air and Space Basic Course. We try to talk to the young lieutenants about their distinctive roles as airmen in society, the standard that we hold them to. We talk to them and we give them, essentially, situations, case studies where they can talk about what it means to act in certain ways and in certain situations so they have to actually think about it.

It is not just a one-way dialogue from the instructor saying, okay, we all need to be ethical.

What I try to encourage them to do is think larger than themselves, put themselves in the position of their supervisor or their commander having to deal with a specific situation. That is the model we are trying to go to where they have to think about the second- and third-order effects of their decisions.

And, so, using that model, we are trying to put that in place where in each and every instance, they can think about the ethical ramifications of any action that they take.

So, regardless of the block of instruction, we have managed to weave that into almost everything that we do with the guest speakers, with the guided discussions, with the case studies, and we have been very successful.

Mr. WITTMAN. Great, thank you, Colonel.

Colonel Beaudreault.

Colonel BEAUDREULT. Congressman Wittman, very much the same answer as the previous that you have heard.

The leadership and ethics is one of the three subsets of what we call our Professional Studies Program and that is threaded throughout the blocks of instruction throughout the year. Primarily, we will use guest speakers. We do have small group discussions mentored by the majors who have been company commanders in combat.

We do bring in Colonel Art Athens, retired, who is with the Stockdale Center from the Naval Academy. We use speakers and Ph.D.s from over at Marine Corps University to augment our instruction. It is vignette-based training. It is woven into tactical decision-making exercises.

So, primarily, and also case studies. This particular academic year, Rwanda will be the major case study that students will get into on that. But that is the primary means we use, sir.

Mr. WITTMAN. Thanks, Colonel Beaudreault.

Thank you, Mr. Chairman.

Dr. SNYDER. Let us see. Colonel Tanous, I wanted to ask you, as you know, most of the work done in the Congress is done by the staff and so we have had some preliminary discussions, both I think with you all and with the students and so on in all the institutions.

We got some feedback that, not because of the atmosphere of your institution, but because of where the Air Force or how the Air Force values these positions that there are some faculty members who think that being assigned to the faculty at your place is not a help for their career. In fact, some of them see it as a hindrance.

What are your thoughts about that?

Colonel TANOUS. I think, sir, if you ask some of the instructors what they think when they come in, you get a different answer than what—

Dr. SNYDER. When they leave?

Colonel TANOUS [continuing]. They say when they leave.

Dr. SNYDER. Well, that is a good point.

Colonel TANOUS. So, I think because they are coming from a position of ignorance, for lack of a better term, because they are not sure what they are getting into, all they know is they are leaving their operational career track and walking into a different environment, one that they are not familiar with. They are not sure what the expectations are. There is probably a little hesitance on their part to dive in fully.

And if you ask them, you know, is this going to be a help or a hurt, you are going to get an answer that is going to be different than when they leave.

And I think a lot of that is just due to the fact that one is when they realize the impact that they make on an entire generation of officers during their time as instructors, that gives them a sense of satisfaction that they probably didn't anticipate when they got there.

The other thing is they have the same opportunities to excel in their position that they have everywhere else, and I think once they have been there for a while and they understand that, essentially, we operate as a small wing, for lack of a better term.

I walked in there as a graduated wing commander from Vandenberg and that is kind of how we treat it. We have got two schools that we treat as groups, and we have got the small number of folks that provide infrastructure for it.

And, so we give them that same environment that they would see in the operational Air Force in terms of—

Dr. SNYDER. There may be some value, and you may have already done this in doing a little survey, like, you know, what you like if all of you track your students to see where your faculty members from the last three or four years have ended up and how they view it in their career now. That may be helpful.

Because the issue for me is if there is that sense, I mean, you know how the military is. It is one big rumor mill, and you want

people to be applying for these jobs and excited about being there, and so if there is an unjustified sense among a few of your faculty then it may be helpful to deal with that.

I wanted to ask for our three Academy folks, would you spend a minute, each of you, just talk about, in terms of financial resources, what role nonprofit foundations, nonprofit support, you know, the non-governmental money helps.

General Finnegan, let us start with you just to give General Born a rest.

General FINNEGAN. Mr. Chairman, we have the Association of Graduates, which is our main nonprofit organization——

Dr. SNYDER. Association of——

General FINNEGAN. Association of Graduates——

Dr. SNYDER. Graduates. Yes.

General FINNEGAN [continuing]. Which is our alumni association, and one of the main purposes is to do fundraising to supplement appropriated funds.

What we consider them to do is what we call “margin of excellence” activities. So the private fundraising that they do allows us to have, for example, some cadet clubs that we might not have using appropriated funds, the Model U.N., the debate team are funded largely with those private donations.

Many of our overseas summer experiences are funded through private dollars. We get some appropriated funds for that, but many of them are funded through the MacArthur Foundation and other fundraising that is done by our fundraising arm, the Association of Graduates.

So, we just built a brand new library, Jefferson Hall Library and Learning Center, that had about \$60 million of appropriated funds, but to enhance some of the architectural parts and some of the interior parts of the library, we used about \$5 million of private funds raised through the Association of Graduates.

Dr. SNYDER. Captain Klunder.

Captain KLUNDER. Yes, Chairman Snyder.

We are very pleased with working through OPNAV and CNP. Right now it is Chief of Naval Personnel is our resource sponsor. We do requests through him in that position, and we are very pleased that all of our appropriated dollar requests have been met, and we expect them to be met for the next year.

So, again, that is a good thing.

The aspect of the 501(c)(3) funds, or in this case, just as General Finnegan stated, the Alumni Association and Foundation is what we call it, and believe it or not, we use the exact same term, the “margin of excellence.”

And what we have done there is to take those over-and-above requirements that we have established with our OPNAV and our Chief of Naval Personnel resource sponsors, those things that will really give us that extra value-earned kind of capacity in that global world, the international world. And in many cases it goes to exactly what General Finnegan stated, international travel, international immersion programs, things that have great value, and we do get some appropriated dollars for.

I don't want to make it sound like this is all through 501(c)(3). But they assist us in those means. So we found that to be very, very helpful.

And in that regard, obviously economic standings does impact that, but we are very pleased, again, that our Alumni Association and Foundation works very closely with us on aligning those potential "margin of excellence" areas where they can help us, and they have done that.

Dr. SNYDER. General Born.

General BORN. Yes, we have an extra "margin of excellence" in addition to really good support for the program from our Air Force. We have several foundations that do contribute to allowing us to do some things that we aren't allowed or don't do with our appropriated funds.

The extra "margin of excellence," an example is we actually have an Academy Assembly Program that is about ready to launch in October that is looking at building a bridge from war to peace and interagency role in terms of rebuilding nations.

And in order to put that program on, we use a combination of some appropriated funds, but a majority from a gift in order to bring in top-name speakers, et cetera.

We have a lot of our programs that are in our athletic departments through our Air Force Academy Athletic Association, which I think contributes almost 50 percent of what we are able to do through our athletic programs.

So, it is an extra "margin of excellence." I think what all of us would say is similar to higher education. We are seeing some reductions in endowments. And so that extra "margin of excellence" is going down. And as you have heard from others, some are experiencing appropriated downturns as well, so that will impact our programs.

But right now, it adds a lot of opportunity for our cadets.

Dr. SNYDER. Before we go to Mr. Wittman, I will have, probably, some questions for the record probably for all of you, particularly for you, General Finnegan.

I need to understand better. We need to understand better. We need to understand better the specifics with regard to what you refer to as budget cuts. I need to understand exactly what monies you are talking about and what accounts and what is that.

Mr. Wittman.

Mr. WITTMAN. Mr. Chairman, I am out of questions.

Dr. SNYDER. Okay. All right.

General Born, I had a couple of more questions for you. You mentioned, I think in both your written and oral statement, about the manpower study that said that you are 21 percent behind, and is that in terms of faculty?

And if that is right, what does that mean, number one, how are you responding to it? Number two, what does 21 percent mean in terms of actual ... if you wanted to fulfill that, what would that mean in terms of enhanced budget. And my guess is that that is kind of an ideal world of academics that you really don't think that you, for the last 50 years or so, have been operating 20 percent behind.

But how did you get behind? Do you agree with the conclusions of the study? What are you all doing about that? What does that mean in terms of money, budget process, everything like that?

General BORN. Chairman Snyder, the good news is, and this is really validated recently in our 10-year accreditation, because they do look at resources, and are you resourced to be accredited and to continue in the direction you are, and from that they said you are meeting your mission.

The Manpower Study is actually working its way through corporate Air Force right now, but, primarily, what I think they identified is that we have had a reduction in our military manning that is similar to a reduction in overall Air Force authorizations and manning—

Dr. SNYDER. This is part of the Air Force's—over the last several years, they had this plan of reducing—

General BORN. Yes, sir.

Dr. SNYDER [continuing]. 3,000, I think, personnel to find money for platforms and so on and they backed off that. Was that part of this?

General BORN. That is correct, sir.

And we have also added mission, and I think we have taken on additional roles with regard to deployments. And when you have 70 faculty members who deploy, right now we have 28 deployed, and 13 of those are a “365,” which is a full-year deployment.

And so that has an impact in terms of what you need in your authorizations in order to support something that is also an important mission, but it is an additional mission.

A lot of what we are doing also in terms of our character development programs we are doing by using our permanent party who are basically doing additional mission for the right thing. So, we have a heavily worked faculty, and I think there is a lot that moves into private time—research is one of those—that keeps an educational program rigorous and innovative and is a benefit to our students.

And I think a lot of the faculty are finding time to do that on their own time. But we do a lot of grading and a lot of other things at home.

But the good news is we are meeting mission because we have the dedication of people who believe in the mission and who are dedicated to what we are working to accomplish.

There is an additional workload I think all of us take on with regard to other requirements with the way that we have streamlined technology, and that is a choice we have made in terms of doing our own travel and doing everything online and then that is additional.

We volunteer to participate in, you know, dorm patrol and duties like that. So, I think that it is additional mission, and we probably need to look internally at where we have high-impact practices that are making a big difference and where do we need to prune a little from things that maybe aren't as central to achieving our mission and vision.

Dr. SNYDER. When you said that study is working its way through corporate Air Force, will there be some kind of public re-

sult come out or will it just be reflected, hopefully, in the budget process? Is that what you anticipate would happen and—

General BORN. Yes, sir. That is our approach right now is we are actually starting to already work the budget process through our Air Force in addition to looking at ways that we can streamline our own efficiencies at the academy.

Dr. SNYDER. If you get something back, General Born, that is some kind of a formal result after that gets worked through the Air Force, I would appreciate if you would share it with Dr. Fenner and the staff. And it might be helpful to us as we look at defense bills and budgets.

I wanted to ask you one other question, General Born. On page eight of your written statement, you talked about creating a “learning-focused environment,” and this probably doesn’t have much to do with the topic today, but would you describe for me what does that mean compared to what you were doing before?

I would think most would say, I mean, is that a term of art, a “learning-focused environment”?

General BORN. Chairman Snyder, I think we have always been in the business, also, of developing leaders of character, but what we have learned over the years is how people develop and how we can become more effective at how we do that.

I would say that a learning-focused culture is somewhat very similar.

Teaching and learning come from the same root word and if you hold the word “teach” in a mirror, it is a reflection of “learn.” But the difference is that it is really focused primarily on what is the student learning, and teaching is a very important role in that.

But it is outcomes-based and it is laying specifically out in a lesson or at the institutional level what it is we are trying to accomplish, how are we going about accomplishing it, what is our evidence that shows that we are accomplishing that mission, and then how are we closing the loop and feeding that back into changing something because we have identified a gap or we have identified a best practice that we can capitalize on.

Learning focus is adaptable. It is agile, and it is all of what I believe this committee is focused on.

Dr. SNYDER. Yes. That is helpful.

Colonel Beaudreault, you may know that I have a special affection for the Marine Corps since I spent 21½ months—not years, months—with a 2-year enlistment many years ago, and so I hope you didn’t feel like I was beating you up about the computers.

Many, many years ago, back when I was a young man in Vietnam, and I was not a grunt in Vietnam, but one of my friends who was, he said, we just got so tired as marines watching all the Army Hueys flying over, and they would make us walk.

You know, it is the thing about equipment for the Marine Corps. [Laughter.]

It has always been an issue. So, I think I am probably reflecting one incident that happened to one of my friends 40 years ago.

But maybe it would be helpful, Dr. Fenner. This is July. We will be back here after the first of the year in January. Sometime that third or fourth week of January, why don’t we plan on driving to Quantico and do a computer count. [Laughter.]

And we will see how the infrastructure looks. We will take along our laptops and see if we can get into your system, if that might be helpful.

Mr. Wittman, do you have anything further?

Mr. WITTMAN. Nothing further.

Dr. SNYDER. We appreciate your time. There will be some questions for the record, but you should also look on those as opportunities to share with us any clarifications or additions or anything else you want to share with us either formally. Or if you want to pick up the phone and just call the staff, we would appreciate it. But this has been helpful today.

We are adjourned.

[Whereupon, at 4:30 p.m., the subcommittee was adjourned.]



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**A P P E N D I X**

JULY 15, 2009

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**PREPARED STATEMENTS SUBMITTED FOR THE RECORD**

JULY 15, 2009

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**Opening Statement of  
Chairman Dr. Vic Snyder  
Subcommittee on Oversight and Investigations**

**Hearing on “Beyond Service Core Competency:  
Are Junior Officers Prepared for Today’s Security Environment?”  
July 15, 2009**

The hearing will come to order.

Good afternoon, and welcome to the fourth in a series of hearings on officer, in-residence, Professional Military Education, or “PME.” We’ve already heard from the senior-level and intermediate-level schools, now it’s time for the primary-level schools and the Army, Navy and Air Force Academies.

The Skelton Panel recognized that the early part of an officer’s career focuses on the “tactical” realm and what the Services call “**core competencies**,” meaning the skill sets required by a particular warfare specialty. However, it is increasingly apparent that officers are being required to operate in **joint, interagency, intergovernmental, and multinational environments (what people are calling “JIIM”)** earlier in their careers. Are officers ready for this new operational reality? What knowledge is truly necessary at what level? Should we consider “JIIM” as part of, and not separate from, “core competencies”? **Do we need to redefine Service core competencies according to the new national security environment?**

Of course, we are also interested in the other themes of our earlier hearings relative to this developmental level: foundations for strategy, particularly through the study of history; language skills and cultural competency; and hybrid warfare.

Today, we will hear first from the deans and commandants of the Army, Air Force and Naval Academies. We want to know whether their graduates will have the range of skills they need to be well prepared for, and effective in, their early assignments. Former Army Chief of Staff

GEN Peter Schoomaker has stressed the need for an Army leader “skilled in governance, statesmanship, and diplomacy,” able to understand and work within different cultural contexts. To what extent are the traditional engineering-based curricula at the nation’s service Academies producing leaders with the skills necessary to be effective officers on the ground in Iraq and Afghanistan, and elsewhere?

We will also hear from the Commandant of the Air Force’s Squadron Officer College and the Director of the Marine Corps’ Expeditionary Warfare School. All the Services provide primary-level training. However, the USMC and USAF provide in-residence schools designed for their junior officers *in addition to* branch specific training. Both provide “tactical level” education – designed to build a basic understanding of joint warfighting –as well as staff officer skills.

Today, I will ask these witnesses to tell us how much opportunity there is for students at the Academies, or in primary-level schools, to take courses that will enhance their strategic understanding, knowledge of joint fundamentals, cultural awareness or language competency, and understanding of irregular warfare and stability operations? Are these types of courses receiving enough attention?

**Statement of Ranking Member Rob Wittman  
Subcommittee on Oversight and Investigations  
House Armed Services Committee**

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**Hearing on Professional Military Education—the Academies and early  
officer training schools**

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**July 15, 2009**

Thank you, Chairman Snyder, and good afternoon to our witnesses – we appreciate your willingness to testify today about the important officer education programs you manage.

Today’s hearing is our fourth in the subcommittee’s ongoing, very thorough review of officer in residence professional military education, this time focusing on pre-commissioning programs and early career schools. These beginning education programs barely have time to touch on joint issues, because they are charged by their service chiefs to produce officers grounded and competent in their respective service. West Point must produce lieutenants able to lead platoons, not majors ready to become joint planners. We recognize, however, that some very junior officers find themselves in the joint world, and all are better served if they understand the big picture in which their service operates.

While the Skelton Panel concentrated on joint professional military education, the subcommittee is conducting a more comprehensive review of officer in residence education, including the subject of today's hearing. Even so, we are not examining the system in total, as we are excluding ROTC and officer candidate school commission programs, and we are not looking at the even growing non residence, now on line, officer education programs.

Nonetheless, I am very pleased to welcome our witnesses from the service academies, as I am a great supporter of the academies as premier institutions in our nation. I understand there are some differences in the ways in which the academies approach faculty personnel issues, and am interested in learning about the strengths and possible downsides of the respective approaches. I am also interested in the relative balance between technical education, more broad classic liberal education, and leader development programs among the various institutions. Finally, I am interested in whether the service schools, like the Expeditionary Warfare School, have the time in the curriculum or need to teach much in the way of jointness.



As always, we have a great opportunity to learn about these schools from today's expert witnesses, and I look forward to their testimony.

Thank you.

DEPARTMENT OF THE AIR FORCE

PRESENTATION TO THE OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE  
COMMITTEE ON ARMED SERVICES  
UNITED STATES HOUSE OF REPRESENTATIVES

SUBJECT: ACADEMIES AND PRIMARY LEVEL PROFESSIONAL MILITARY EDUCATION

STATEMENT OF: BRIGADIER GENERAL DANA H. BORN  
DEAN OF THE FACULTY  
UNITED STATES AIR FORCE ACADEMY, COLORADO  
  
BRIGADIER GENERAL SAMUEL D. COX  
COMMANDANT OF CADETS  
UNITED STATES AIR FORCE ACADEMY, COLORADO

JULY 15, 2009

NOT FOR PUBLICATION UNTIL RELEASED  
BY THE COMMITTEE ON ARMED SERVICES  
UNITED STATES HOUSE OF REPRESENTATIVES

The mission of The United States Air Force Academy is to educate, train, and inspire men and women to become officers of character motivated to lead the United States Air Force in service to the Nation. As one of three accession sources for second lieutenants for the Air Force, we commission approximately 1000 new officers each year. The Air Force Academy operates under US Code, Title 10; along with various other instructions and directives, including AFI 36-2014 Commissioning Education Program.

We recognize our role in the development of career officers and believe we have targeted our objectives to match the developmental needs of young officers in the current national security environment. But, with our eyes on the future, we also instill in our graduates the motivation and skills to take responsibility for their own continued development and to capitalize on future opportunities to grow into a strategic thinker and leader. Therefore, our institution offers a broad spectrum of academic, athletic, military, and character education and training opportunities through which our graduates embrace our core values and develop a high degree of competency in the responsibilities, skills and knowledge they will need to meet the operational needs of the Air Force and the challenges of an ever-changing national security environment.

Our four-year program focuses on three main and 19 supporting developmental outcomes that align with the Air Force's Institutional Competency List and the Association of American Colleges and Universities learning outcomes. This competency list was developed by a team lead by our Air Staff with representation from all of our Air Force educational institutions. Our graduates become committed to their societal, professional, and individual responsibilities, such as ethical reasoning, service to the nation, and intercultural competency. They are empowered by an integrated set of

intellectual and warrior skills such as critical thinking, decision making, courage, and discipline. And, they are grounded in an essential knowledge set associated with the profession of arms and the human and physical worlds. This last main outcome includes such focus areas as the full spectrum of joint and coalition warfare, international environments, the application of air, space, cyberspace power, and principles of science and engineering. The Air Force Academy's curriculum is integrated across the academic, athletic, military, and character mission elements to deliver an intentional and developmental series of classes, training, and experiences that target all 19 outcomes such that our graduates are truly officers of character who possess the requisite professionalism, character, warrior spirit, and sense of service to lead in the world we face today and will face in the future.

Our curriculum for academics, athletics, military training, and character development are among the best in the nation. US News and World Report ranked the Air Force Academy "Best in the West" for baccalaureate colleges for the 2<sup>nd</sup> year in a row and 8<sup>th</sup> in the nation for the best undergraduate engineering program. We recently completed our accreditation process under the oversight of the Higher Learning Commission of the North Central Association and were recommended for the maximum 10-year accreditation. Our ten engineering and computer sciences degree programs all received full accreditation last November from the Accreditation Board for Engineering and Technology.

We select our students from among America's best. Our selection criteria examine the whole-person, reviewing academic performance, standardized tests, leadership and community activities, physical aptitude, and medical qualifications. Over 9000 applicants competed for an appointment to the Air Force Academy, but only around 1360 were selected. Our graduates continue to earn national recognition in a number of ways including prestigious scholarships such as 35 Rhodes, 13 Truman, 10 Marshall, 1 Gates and 34 Fulbright Scholarships since 1959. Today, 52 percent of the general officers

in the Air Force are Air Force Academy graduates. Twenty-three graduates have led Air Force Major Commands, seven have commanded Unified Commands, and three have served as the Air Force Chief of Staff.

Our faculty and staff are exceptionally well-qualified for their positions at the Air Force Academy. We have a teaching staff of 525 members, of which 30 percent are civilian. Over 50 percent of our faculty members hold PhDs or terminal degrees in their fields, while the remainder holds a master's degree. Our civilian faculty average over 12 years of teaching experience, while our military faculty average almost 4 years. Our faculty also includes endowed chairs in 6 disciplines, 7 distinguished visiting professors, 8 international officers, 12 sister service exchange officers, and interagency scholars in residence from the CIA, NSA and State Department. Air Force Academy faculty members have been named Colorado Professor of the Year in six of the past seven years—part of a program which recognizes only 40 outstanding professors nationwide each year. Seven faculty members have earned Fulbright Scholarships over the past three years. Another 22 faculty members have earned Air Force-level or national research awards, while three more have earned patents in the fields of laser technology and chemical engineering. Our Air Officers Commanding, who lead each of our 40 cadet squadrons are selected from the top of their year group in an annual board process and each attends a one-year Master's Degree course in Leadership and Counseling prior to taking command.

Our faculty and staff remain current on operational issues through several means. First, approximately 25 percent of our assigned military faculty and staff rotate each year, many with recent deployments from previous assignments. New faculty members bring fresh ideas and practices from the field and introduce them to the rest of the faculty, staff, and cadets through lectures, classes, and research. Over 60 military members of our faculty deploy each year for 179 or

365-day tours, most serving in Iraq or Afghanistan in a variety of tactical and strategic roles. Five military faculty members recently earned Bronze Stars for service during these deployments. Our senior military faculty members serve a one to three year operational tour every five years, contributing their expertise to strategic issues at various worldwide headquarters staffs, and returning with expanded perspectives on current security challenges. Finally, we have 14 research centers and institutes based at the Air Force Academy that support an active cadet-centered research program for the assigned faculty and staff.

Maintaining a high caliber of personnel presents many challenges. These people are in demand throughout the Air Force and other educational centers. We offer an attractive compensation package, a positive work environment, and a challenging academic program to our civilian faculty. As a result, we enjoy an extremely high retention rate among civilian faculty (2% loss rate annually). Most of our challenges lie in attracting and maintaining the right mix of military faculty and arise due to competition with the operational needs of the Air Force. In particular, the shortages of rated officers, scientists, and engineers across the Air Force means it is harder for us to keep these specialties at desired levels both at the Academy and in operational assignments. The assignment process is further complicated by the time required to develop academic credentials. For example, an officer selected for a PhD will be expected to serve outside their operational career field for at least seven years as they attend school and then serve a minimum faculty tour of four years. Many career fields are reluctant to release their top performers for such a length of time.

Deployments present another challenge. While carefully managed deployments can provide a rich set of experiences to enhance a faculty member's expertise in their discipline, these deployments target subject matter experts who are already in short supply across the faculty, sometimes making

class coverage difficult. We are actively working with our personnel center to minimize the costs and maximize the returns from deployments as we support the operational mission of the Air Force.

The last challenge is just the sheer magnitude of the task we face in delivering our curriculum which includes a large core curriculum, 32 majors, and two minors. A recent manpower study validated our need to increase the faculty and staff by 21 percent to meet our current mission requirements. However, there is no funding available to support a matching manpower increase, and many of the shortfalls are in skill sets where we will face the same conflict with Air Force operational needs discussed earlier. Therefore we anticipate this manning shortfall will continue to constrain our ability to accommodate new programs without having to make significant sacrifices elsewhere.

The academic curriculum of the Air Force Academy comprises 147 semester hours of instruction in a broad set of disciplines covering the social sciences, humanities, basic sciences and engineering resulting in a Bachelor of Science degree. The 96 hours of core academic classes taken by all graduates include 45 semester hours in basic sciences and engineering, 45 hours in humanities and social sciences, along with six hours in military strategic sciences—maintaining an even split between technical and nontechnical courses. The remaining courses outside the core curriculum are determined by the requirements and electives associated with athletics and the 32 academic majors we offer.

The balance between basic sciences and engineering on one side and the social sciences and humanities on the other has been relatively stable over the Air Force Academy's 50-year history. Most of the changes over this period were in the types of course offered within each of these four academic divisions. The basic initial curriculum was established by the Air Force Planning Board in 1949 using two organizing principles. First, the Air Force Academy should "provide a broad, general

education with a sound background in aeronautical science and tactics.” Second, it should “maintain a relatively even balance of humanities, sciences, and military studies.” The Stearns-Eisenhower Study of 1949, commissioned by the Secretary of Defense, approved the Planning Board curriculum. The objective to provide a broad, general education with a balance between the sciences and humanities has remained the cornerstone of the Academy’s academic curriculum.

The academic core curriculum has varied over the years from an initial high of about 144 hours prior to 1964 when graduates did not have any academic major to the current core of 96 hours. The core curriculum of today is organized to support the 19 developmental outcomes addressed above and is continually assessed against those outcomes. The sequence of delivery for our core courses is deliberately tailored to support a progressive officer development program within the military training curriculum, as well as to incrementally and coherently build the foundational knowledge to support subsequent core and academic major’s courses.

Several courses from the core curriculum focus directly on the areas of strategy and military history; irregular warfare, interagency and multicultural operations; and language and culture. Each cadet takes two courses from our military strategic studies department. Our sophomore-level course on military theory and strategy focuses on irregular warfare. Our senior-level core course on joint and coalition operations continues this focus and culminates with war games in which cadets apply their knowledge of the spectrum of national security tools. Our core history course addresses the development of military strategy, further expanding a cadet’s exploration of irregular warfare, joint operations, and coalition warfare concepts. Our political science core course devotes one-quarter of its content to exploring how civil-military relationships shape defense policy. Each cadet will also take a minimum of two courses in a foreign language, with those who major in the social sciences or humanities required to take four courses in a language. In our new Strategic



Management core course, cadets examine the interrelationships of power in order to gain insights into how to make decisions in situations that involve complexity and uncertainty. Our Scholars Program offers top-performing cadets a challenging program of core course substitutes in which our top instructors use original texts and seminar discussions to further develop cadet critical thinking skills in these same subject areas. Finally, all cadets will take a senior-level course in geopolitics which focuses on how comparative and regional politics influence current national security issues. Cadets also participate in Honor and Character education classes during all four years of training. The curriculum consists of instruction in Air Force Core values, the concept of honor and character, the honor system, and character development. While only a few of the courses above are new to the curriculum, they all address current national security issues as officers returning from deployments incorporate their experiences into the course, materials from the current debate enter the reading lists, and speakers from the field meet with cadets to address current issues. These experiences ensure every cadet is exposed to joint, interagency and coalition activities and personnel as part of their Academy education.

Outside the core, there are many courses and programs to further develop strategic skills or the special topics discussed above. Our cadet wing leadership responsibilities and summer training programs develop the cadet leadership skills that are foundational to effectiveness in any environment. Each summer 10-20 cadets participate in training with our sister services, to include Airborne and Air Assault training with the Army, Fleet cruises with the Navy, and participating in parts of the Marine Corps Officer Candidate School. All cadets take part in Operation Air Force, working side by side with officers and enlisted at Air Force bases in the CONUS and overseas. The 100 cadets who deploy annually to USAFCENT experience first-hand the roles of Airmen in combat support roles. Almost 600 cadets participated in 4-6 week language or cultural immersion programs in over 40

countries. Twenty cadets spend a semester abroad at allied service academies and we host approximately 50 international exchange cadets each year. This year the Academy will host a special symposium entitled "Building the Bridge from War to Peace: Defining Interagency Roles in Rebuilding a Nation" in which over 200 students from across the country will join our cadets and faculty to address issues associated with interagency and stability operations. We are the only undergraduate institution in the country that competes internationally in the field of Unmanned Aerial Systems (UAS) and cadets work with local Army units to integrate UAS in unit field training exercises. Our cadets also compete against the other service academies in an NSA-sponsored computer network defense exercise and conduct cyberwarfare research with several local universities.

Our emphasis on creating a learning-focused environment has shifted the balance from exposing cadets to broad content toward helping them understand and apply the principles and knowledge of each subject. The heart of our learning-focused approach is to clearly articulate the learning goals we have for cadets, create educational experiences that allow that learning to take place, and then assess the extent to which our learning goals are met. This approach directly links all of our course objectives to the 19 developmental outcomes, involves our cadets directly in discussions, work groups, and laboratories that let them apply and learn the concepts under discussion, and ensures we receive real-time feedback on the degree of learning achieved by the cadets. While the contact time with cadets has remained relatively stable over time, this change in how we use that time has created a much more efficient learning environment. Outside the classroom, our schedule includes a dedicated, three-hour long Academic Call to Quarters each weeknight reserved exclusively for study. Based on the quality of our faculty, combined with our number one national ranking for instructor accessibility, we believe cadets have the time, opportunity, and support to master the rigorous content in our curriculum.

We recognize that the Air Force Academy is only the start of the process by which we develop the next generation of strategic leaders for the Air Force. But we feel that it is our mission to set them firmly on the path toward this objective by providing the critical foundation that supports their development as strategic thinkers. Our developmental outcomes were designed to form the base from which our graduates can assimilate new ideas and expand their capabilities. Perhaps more importantly, we believe that as junior leaders in the military, our graduates must be able to turn the big ideas of senior leaders into operational reality on the ground while simultaneously addressing urgent and unexpected situations of strategic importance under extreme stress. Thus it is increasingly important that we develop these attributes as early as possible in an officer's career.

We are very proud of our efforts to integrate our academic, military, athletic, and character programs to focus on the key competencies of a leader of character. The key to our continued success is maintaining the quality of our faculty and staff, which we continue to do despite significant challenges. We will continue to work hard with our sister service academies and higher level institutions to match our efforts to the needs of the ever-changing security environment. We will continue to provide the Nation with the best and brightest new officers-leaders of character with the knowledge, skills, and responsibilities to lead our Air Force in service to the Nation.

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STATEMENT BY

BG PATRICK FINNEGAN  
DEAN OF THE ACADEMIC BOARD  
UNITED STATES MILITARY ACADEMY AT WEST POINT

BEFORE  
SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS  
HOUSE ARMED SERVICES COMMITTEE  
UNITED STATES SENATE  
FIRST SESSION, 111TH CONGRESS

JULY 15, 2009

NOT FOR PUBLICATION  
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THE HOUSE ARMED SERVICES COMMITTEE

Chairman Snyder, Distinguished Members of this Committee, thank you for the opportunity to testify today on behalf of West Point, which remains the world's preeminent leader-development institution and a top tier-college. Recent independent rankings have named West Point as the best public college in the country, and we are proud of that and of the record of our graduates, the Long Gray Line. West Point leaders are leaders of character in every sense—intellectually, physically, militarily, morally, and ethically.

West Point is, first and foremost, a 4-year institution that strives to provide our cadets with a baseline education that will ultimately prepare them to successfully engage with a diverse set of issues throughout their military careers. As a leader development institution, we focus on the basics—the importance of critical thought and the bedrock tenets of leadership. Eventually, our graduates will acquire joint and interagency experience, but the primary goal of our Academy program is geared towards producing adaptive, flexible, creative thinkers who are capable of encountering and solving difficult, often ambiguous problems.

More than just a premiere undergraduate institution, West Point consistently produces a steady stream of broadly skilled, agile leaders. Currently, West Point graduates comprise 20% of total Army Officer Accessions and 50% of Army Accessions with Engineering Degrees. The richness and breadth of the West Point education provides cadets with extensive exposure to a wide spectrum of disciplines such as mathematics and natural science, engineering, history, literature, foreign languages, behavioral science, geography and military science. The West Point curriculum is not structured to produce technical experts in strategic studies but rather to introduce cadets to a broad range of subjects and familiarize them with experiences that carry implicit strategic implications. We strive to balance a diversity of educational opportunities with the demanding accreditation standards for both Middle States and ABET, Inc., which are both critical components of our institution's world-class reputation. We are pleased with the balance in the curriculum and believe that our

focus on this balance is on track for maintaining our place as the top public institution in America.

Part of our world-class education revolves around the Academy's promotion of opportunities to foster cross-cultural and language competencies in our cadets as well as our Faculty and Staff. We approach this challenge in a variety of ways, the first being through robust overseas Academic Individual Advanced Development (AIAD) programs. The majority of these programs focus on language immersion as well as the expansion of cultural and regional awareness. Our current AIAD program abroad involves 560 cadets in over 59 countries, a dramatic increase from 2001 where we had 126 cadets in only 25 countries. We send a like number of cadets to AIAD programs within the United States, many of which involve other government agencies. These programs are discussed in more detail below. Aligning with Secretary Gates' initiative to improve the military's language competency, West Point offers instruction in eight different languages and sponsors an active Semester Abroad exchange program involving 150 cadets per year. 30% of these cadets spend an entire semester at foreign military academies in Canada, Chile, France, Germany, Austria, Brazil, or Spain where they not only employ their language skills but gain an invaluable introductory experience with multi-national operations. During the past academic year, our cadets participated in roughly 400 short-term (3-4 weeks) immersion trips to 48 countries. West Point also capitalizes on the four-year exchange program for foreign cadets who choose to attend the Academy, though program guidelines currently limit the number to 60 cadets. We have accomplished a great deal with funding from OSD with regard to Secretary Gates' initiative, but the Academy is always interested in how we can better enhance our ability to offer both diversity of experience and even greater opportunities for developing language skills and regional expertise. The ability to expand our Foreign Academy Exchange Program (FAEP) would be a great place to start.

The core of our success as a top-tier college lies not only in the diversity of our curriculum but in the cadets' access to an equally diverse "blend" of faculty spread across four categories: Title 10 Professors, Professors USMA (military officers in the

grade of Colonel), senior military professors (Academy Professors), and Title 10 Civilian faculty mixed with military rotational faculty. West Point's faculty composition is roughly 77% military and 23% civilian. In contrast to some other service academies, West Point maintains the practice of hiring what the 2004 Larson Report terms as "pure academicians" rather than former military officers when selecting Title 10 professors. The Larson Report concluded that this practice, along with our overall faculty mix, provides the greatest benefit to the educational goals of the institution. Our ability to attract and maintain the best and brightest civilian scholars has everything to do with the standing of our Academic program, the renowned reputation of our student body, a challenging and diverse curriculum, and vast research opportunities. The civilian faculty provides departments and cadets with professional academic experience and differing perspectives on curriculum and educational elements that are healthy additions to West Point's degree granting environment. The institution has made significant strides in being inclusive of the civilian faculty in policy and decision making, as well as in leadership positions that recognize their expertise, vision, and outstanding contributions to academics and cadet development at West Point.

West Point also acknowledges the importance of diversity within our military and inter-agency faculty and staff. The concept of "jointness" and its accompanying protocols and doctrine are not formally emphasized until later in the cadet experience, MX400 more specifically. However, various components of our academic and military program combine to provide our cadets with a more than adequate introduction to how the Army operates in joint, multi-national, and inter-agency environments. On our military faculty, we currently have four Air Force professors and one Naval professor in addition to three foreign military professors teaching across a broad spectrum of disciplines. Irrespective of discipline or branch of service, these officers bring a wealth of military experience into the academic environment. Junior leaders need to know their service cultures, their tactics, their people, and their spectrum of missions. They need to understand how the company grade officer fits into the types of units that academy graduates will join. Part of this development and education occurs in the classroom

where uniformed instructors provide mentorship and relate experiences that are critical to cadet development.

Another vital component that contributes to West Point's world-class status involves a consistent investment in the intellectual capital of our faculty and staff. To this end, we seek to provide opportunities for faculty to enhance both discipline-specific and operational currency through curriculum development, study, and individual research for class and projects. We also rely heavily upon the recent operational experience provided by our military instructors as well as frequent deployments to staff and advisory positions in Iraq and Afghanistan to support operations, planning and reconstruction. Our faculty members, both civilian and military, work to foster close relationships with the Army and the organizations that are tied to current operations, priorities, and analytical needs. We find that these interactions not only bolster the currency and relevance of our faculty but also help to better focus our curriculum in light of the ever-changing demands our graduates will eventually face. There is, however, always room for improvement.

Recognizing the importance of inter-agency engagement, West Point has faculty members from the Department of State, CIA, NSA, DISA, GIS, and other agencies. Our curriculum also supports this interaction through course material in international relations, human geography, political science, law, and other related courses in the humanities and engineering psychology. Our domestic AIADs offer cadets direct involvement with the Department of State, Secret Service, FBI, Congress, and research in numerous National Labs. In addition to the organizational exposure Cadets receive in the classroom and on many of their AIADs, our Academy-based Centers of Excellence, such as the Center for Combating Terrorism, forge relationships that bring together cadets, junior officers, and several different agencies in various research and educational activities. Many of these programs are still in early stages but offer great possibilities for more robust endeavors in the future. Cadets also gain some inter-agency experience through Cadet Troop Leadership Training (CTLT). CTLT is a four week leadership experience conducted at operational Army units in the Continental US,



Alaska, Hawaii, and Europe. Cadets are placed in charge of a regular Army platoon of approximately 35 soldiers. The cadet's objective is to perform the leadership and management tasks necessary to train the platoon's soldiers and maintain its equipment. The experiences, insights and firsthand knowledge received prepare the cadet for his or her future as an officer. By exposing our graduates to a wide range of experiences and a diverse blend of individuals, we continue to produce agile leaders capable of conducting Full Spectrum Operations, integrating both lethal and non-lethal means.

When it comes to developing strategic thinkers, West Point is invested in *how*, rather than *what*, cadets learn to think. The strategic particulars will come with time and experience. Learning how to think about the moral and ethical challenges of the current operational environment is a vital precursor to application of hard and soft power in Joint and Combined operations. You said it best, Mr. Chairman, when you articulated that “[g]ood strategy is hard. Educating our best and brightest for tomorrow’s challenges requires the recruitment and selection of world class military and civilian faculty. Military education must balance the old with the new—traditional thinkers with innovative skills, teaching the enduring themes of war and peace with the need to stay current and relevant.” We seek to incorporate that same combination of tradition and innovation into every course we teach, modeling for our graduates the value and necessity of learning from the past to better influence the future.

As the premier leader development organization in the world, West Point takes its responsibility as an initial-level PME institution very seriously. West Point’s stake in developing leaders of characters begins with exposing cadets to a diverse range of subjects and teaching them how to engage with new ideas and concepts in critical yet thoughtful ways. West Point provides foundational building blocks for an officer’s development in Professional Military Education. These skills are essential to the expanded perspective we expect each of our graduates to possess as they embark on their military careers.

West Point is proud of the diverse education, opportunities, and leader development it affords each graduating class. This effort is continually recognized by both college rankings and leaders throughout various aspects of public service throughout our Country and around the world. Despite these accolades, we continue to seek opportunities to adjust our curriculum so that it meets the needs of our nation and the increasingly difficult challenges our graduates will face in their future service.

**NOT FOR PUBLICATION UNTIL  
RELEASED BY THE  
HOUSE ARMED SERVICES COMMITTEE**

**STATEMENT OF  
CAPTAIN MATTHEW L. KLUNDER  
COMMANDANT OF MIDSIPMEN, UNITED STATES NAVAL ACADEMY  
BEFORE THE  
SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS  
OF THE  
HOUSE ARMED SERVICES COMMITTEE**

**15 JULY 2009**

**NOT FOR PUBLICATION  
UNTIL RELEASED BY THE  
HOUSE ARMED SERVICES COMMITTEE**

Good morning, distinguished ladies and gentlemen of the House Armed Services Subcommittee on Oversight and Investigations. I am Captain Matthew Klunder, the 83<sup>rd</sup> Commandant of the United States Naval Academy. I thank you for the opportunity to speak today about the mission of the United States Naval Academy, and more specifically, how we prepare midshipmen to become officers; ready to meet the demands of a country at war or at peace and ready to face the challenges of an increasingly interdependent and dynamic world both today and in the future.

**Mission**

The mission of the Naval Academy is to develop midshipmen morally, mentally and physically; and to imbue them with the highest ideals of duty, honor and loyalty in order to graduate leaders who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government.

The essential purpose of the Naval Academy is to grow, shape and motivate junior officer leaders for the Navy and Marine Corps and the emphasis is in our three primary focus areas: the moral, mental and physical development of our midshipmen. The Academic Dean and Provost is charged with the mental development, the Athletic Director is charged with the physical development and I am charged with the moral development. All three of our programs are complementary and fully integrated throughout the institution. The Naval Academy combines character development, undergraduate education and professional training to provide officers that are selfless, inspirational, proficient, innovative, articulate, adaptable, and professional. These are attributes we want to instill in every graduate.

As we further discuss our Naval Academy graduates, I have been asked to comment on, among other things, our curriculum and the balance between academic and military requirements.

### **Faculty**

Let me first touch on our world class faculty. Our 550-member faculty is an integrated group of officers and civilians in nearly equal numbers. This composition is unique among service academies. It dates from the earliest days of the Naval School in 1845, when three civilian teachers joined four Navy officers to form the first faculty. Currently, officers rotate to the Academy for two-to-three-year assignments, bringing not only fresh ideas and experiences from operational units of the Navy and Marine Corps, but their Joint and Interagency experiences as well. We do this in order to highlight how studies at the Academy are applied in the fleet and the field. A cadre of officer faculty with doctorates adds another dimension to the teaching staff as Permanent Military Professors. The Academy's civilian faculty members give continuity to the educational program and form a core of professional scholarship and teaching experience. Virtually all career civilian faculty members have doctoral degrees, and many of them are leading scholars in their fields. Working together closely, our military and civilian instructors form one of the strongest and most dedicated teaching faculties of any college or university in the United States.

### **Curriculum**

The Naval Academy academic curriculum develops the intellectual foundation for the professional competence essential to leadership in the Naval Service. Such a foundation includes an understanding of Naval Professional Military Education which

includes the role of navies in a historical and global context, practical education in the art of leadership and ethics, and a solid technical foundation upon which to build the specific competence officers require to lead our nation's men and women in an increasingly complex inventory of ships, aircraft, and weapons systems. In accordance with the Secretary of the Navy guidance, we have coupled a strong core technical foundation in Science, Technology, Engineering, and Mathematics (STEM), with studies in humanities and social sciences ensuring that every midshipman is well prepared as a junior officer.

The foundation of our academic curriculum is a core of disciplines required of all midshipmen which provides the basic tools for scientific inquiry, logical and conceptual reasoning, problem solving, and clear expression, both oral and written. Common throughout the curriculum, and where appropriate, are examples, applications and case studies related to our mission of providing the Navy and Marine Corps with dedicated leaders upon their graduation. The core curriculum is designed to produce junior officers capable of meeting the demands of modern technology in the Naval Service. It also seeks to foster greater comprehension of the Naval Service's role in the modern international environment. These demands require a core curriculum that provides a well-integrated program of challenging study across our entire four-year course of study in engineering disciplines, mathematics, and sciences, as well as in humanities and social sciences.

So while midshipmen are exposed to the challenges of Calculus, Chemistry, Physics and an array of engineering courses within the core curriculum, they are also exposed to a number of liberal arts courses directly related to the Naval Academy's

mission, to include American Naval Heritage taught by our History Department and United States Government and Constitutional Development taught by our Political Science Department. In addition to the core liberal arts and engineering courses, each midshipman is required to complete a curriculum in leadership, professional and character development, which I will now outline.

#### **Leadership, Professional and Character Development Curricula and Training Programs**

The Leadership Education and Development Division provides midshipmen with an integrated and comprehensive educational program in leadership, ethics, character, and law, and the opportunity to study specialized electives in philosophy, behavioral science, leadership, and law. The leadership education program consists of formal instruction by military and civilian professionals and is complimented by the practical knowledge and real-time fleet experiences of Navy, Marine Corps, and Joint Service leaders.

Midshipmen begin the complex study of leadership in the context of theories and principles of individual and group behavior. The first year course emphasizes the development and understanding of personal strengths, values, and opportunities for growth in the context of individual, group and team behavior. During the second year at the Naval Academy, midshipmen are introduced to ethics and moral reasoning through a course structured around classical and contemporary writings in moral philosophy. Current military and historical case studies are used to demonstrate how the fundamental ideas of moral philosophy can be applied to the service of the professional military leader of character. Third year students build on the concepts introduced in the

first year by examining the theory and research of the contingent and dynamic process of leadership in organizations. The course combines literature from the fields of social psychology, organizational behavior, and group dynamics to help students understand the factors that influence leadership in a military and combat environment. The final year leadership course provides a survey of relevant legal topics applicable to the role of the junior officer as a leader, manager and decision-maker. Students examine operational law concepts, including the Law of Armed Conflict, Rules of Engagement, and the Law of the Sea and various types of military investigations, different types of disciplinary venues, and violations of the Uniform Code of Military Justice. The broad legal exposure of the course improves organizational effectiveness by enhancing an officer's ability to safeguard the good order, discipline and morale of their units.

The Division of Professional Development develops midshipmen professionally into future Navy and Marine Corps officers by immersion into naval culture on land and at sea with emphasis on building personal confidence through professional mariner skills and warfare community exposure. Within Professional Development, the Seamanship and Navigation Department is the academic arm that develops skills in the classroom environment, on the water, in Yard Patrol training craft, and in the academy's tactical training facilities. The Seamanship and Navigation Department provides midshipmen with the skills necessary to be an impact leader in the fleet. The department's curriculum spans all four years at the Naval Academy and is designed to provide a solid theoretical foundation, reinforced through summer training deployments and exercises. Courses offered include Basic Seamanship, Introduction to Navigation, Navigation and Piloting, Naval Warfare, and the Junior Officer Practicum, a course



specific to the warfare communities to which our 1st Class Midshipmen assess. Upon completing this four year professional program, our midshipmen are prepared to lead Sailors and Marines as commissioned officers.

Also with Professional Development, the Professional Programs Department is responsible for two programs that directly affect midshipmen: Summer Training and the Career Information Program. The Summer Training Program encompasses the execution of dozens of activities in which midshipmen participate on site at the Naval Academy, attached to Fleet units, or at various Navy, joint and interagency offices around the world. It is the goal of Summer Training to expose midshipmen to Fleet units in all warfare communities and expose them to the full spectrum of joint and interagency operations, thereby allowing them to make informed decisions regarding their eventual Service Assignment.

The Career Information Program is designed to make as much information as possible available to the midshipmen regarding the opportunities available in the different communities upon graduation. This is done through briefs, professional events and discussions of current trends in the Navy and Marine Corps with junior officers from the different warfare specialties.

The Character Development and Training Division is tasked with the development of the leadership and character attributes of the midshipmen outside the normal academic environment. Its overarching goal is to integrate the moral, ethical and character development of midshipmen across every aspect of the Naval Academy experience. This integrated character and leadership development program is the single

most important feature that distinguishes the Naval Academy from other educational institutions and officer commissioning sources.

Character Development and Training is responsible for the 4/C (first year) Plebe Summer Character sessions, which use the book "Leadership Embodied"; a compilation of historical vignettes that highlight character and leadership attributes using Navy and Marine Corps examples. We also use a Professional Reference Manual (Pro-Manual) and the Midshipman Leadership Development Guide (MLDG) to highlight Naval Academy-specific history and examples of graduates' leadership. These instructional tools, in conjunction with "Reef Points", an information booklet published for the use of 4/C midshipmen, touch a wide range of Navy and Marine Corps history, and are used in reference and ad hoc training of our midshipmen at the Naval Academy.

In addition to the professional training continuum embodied in the 4/C Pro-Manual, MLDG and "Reef Points", many hours of training during Plebe Summer establish a foundation for character and leadership development as a midshipman. Twelve hours of classroom education are provided to assist the entering class to understand their obligations and responsibilities as a future commissioned officer in the profession of arms and includes topics such Officership, duty, and honor.

During Plebe Summer, prominent speakers from the Joint Services are brought in to talk about the naval service core values of Honor, Courage, and Commitment. The Naval Service Core Values Speakers program enables the new class to interact with such prominent leaders as the Chief of Naval Operations, the Commandant of the Marine Corps, former astronaut James Lovell, former Secretary of the Navy James Webb, former Vietnam era POWs, current veterans of OPERATIONS ENDURING

FREEDOM and IRAQI FREEDOM and others. Character and leadership development continues in each succeeding year.

**Language Proficiency, Regional Expertise, Culture Awareness (LREC) Program**

Recent geopolitical developments, beginning with the end of the Cold War but more evident since 9/11, have highlighted the growing need for Naval Leaders to acquire greater knowledge about the history, culture, civilization, languages and religions of geographic regions with strategic importance to the United States. The study of culture, leadership and global human terrain are important considerations from both a theoretical and an operational leadership standpoint. One cannot overestimate the operational and strategic importance of a sound understanding of the diverse and ever-changing cultural and social landscape in which the military operates. To be successful, future officers in the Navy and Marine Corps must understand the basic and operationally relevant components of culture.

The Naval Academy has adopted a differentiated approach to achieving this goal by: (1) providing a small number of midshipmen each year with extensive in-country exposure and foreign language immersion experience, supplemented by enhanced learning opportunities at USNA regarding strategically important regions; (2) affording a larger group of midshipmen with significant foreign language immersion experience and regional exposure overseas and in the USNA curriculum—either as a result of their academic major or individual in-depth exposure to a region or foreign language; and (3) according all remaining midshipmen enhanced opportunities to acquire greater knowledge regarding the languages, history, politics, economies, culture and civilizations of strategically important regions of the world through outstanding elective

courses, and a robust program of visiting experts—academics, practitioners, political and military leaders—who can better inform both midshipmen and faculty members regarding these international issues. These lectures are organized into five regional forums focused on the Middle East, Asia & Pacific, Latin America, Africa, and Eurasia. In addition to our long standing tradition of exchanging cadets and midshipmen between the service academies, we also have 53 international four-year exchange midshipmen from 28 different nations along with over 20 one-semester exchange midshipmen from several foreign military academies enrolled at the Naval Academy, which contribute significantly to the Brigade's regional and cultural awareness.

In addition, we have initiated new educational and experiential opportunities to be developed over time, such as an experimental training course being offered this summer. The primary goal of this multidisciplinary course, entitled "Culture, Military Leadership and Global Human Terrain" is to explore the theories and concepts of culture from multiple perspectives in order to provide future military officers with a broad understanding of the role of culture and human terrain in communities, societies and in the armed forces. In this course, students develop knowledge, abilities and skills that will assist future officers to successfully operate in the context of complex military environments around the globe.

Allow me to conclude by referring back to the mission of the United States Naval Academy. To develop midshipmen morally, mentally and physically; and to imbue them with the highest ideals of duty, honor and loyalty in order to graduate leaders who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and

government. The challenge of our mission is to maintain the very delicate balance between the moral, mental and physical aspects of our curriculum and to ensure that we continue to graduate leaders, Ensigns and Second Lieutenants that are prepared to lead Sailors and Marines immediately upon graduation.

In order to validate and continuously manage this balance and track our progress toward achieving the mission, the Naval Academy employs an institutional assessment process that ensures requirements, resources and mission goals are in alignment and being met. In addition to the traditional academic assessment and accreditation process, the Naval Academy Effectiveness Board (AEB), comprised of the Deputies from all mission areas and key Naval Academy support personnel, reports directly to the Superintendent and his Senior Leadership Team (SLT). The AEB reviews, charters and conducts evaluations of institutional practices and assessment methods, examining how each of these support the Naval Academy mission. As an example, a comprehensive internal review of the core academic curriculum was conducted in 2006, which sought to improve the quality of the academic program content. This review resulted in modest reductions (3 credit hours) in the competing demands on midshipman time, better alignment of courses with naval service assignment, and increased choice and flexibility for midshipmen in their academic development. This sort of comprehensive and thoughtful critique of our entire program has been institutionalized through the creation of the AEB structure and process.

Institutionalized programs like the AEB, our recent LREC initiatives and substantive changes we have made to our professional core curriculum, along with the evidence I see in our midshipmen on a daily basis, leave me convinced that we are

succeeding in achieving that balance. The leadership, professional and character development of midshipmen and the formative experiences, opportunities and interactions encountered at Annapolis over four years is effectively supporting the current and future leadership needs and requirements of the Navy and Marine Corps.

I hope that I was able to provide insight into the common thread, Professional Military Education, and how it touches every aspect of midshipmen development, training and education at the United States Naval Academy. On behalf of the students, faculty and staff at the United States Naval Academy, we thank you for your continued support within Congress and your commitment to the development of our Navy and Marine Corps' future leaders.

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DEPARTMENT OF THE AIR FORCE

PRESENTATION TO THE OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE  
COMMITTEE ON ARMED SERVICES  
UNITED STATES HOUSE OF REPRESENTATIVES

SUBJECT: ACADEMIES AND PRIMARY LEVEL PROFESSIONAL MILITARY EDUCATION

STATEMENT OF: COLONEL STEPHEN M. TANOUS  
COMMANDANT OF SQUADRON OFFICER COLLEGE  
AIR UNIVERSITY, MAXWELL AFB, ALABAMA

JULY 15, 2009.

NOT FOR PUBLICATION UNTIL RELEASED  
BY THE COMMITTEE ON ARMED SERVICES  
UNITED STATES HOUSE OF REPRESENTATIVES

The Squadron Officer College (SOC) is an educational institution committed to the development of the Air Force's Company Grade Officers. Founded in 2000 to centralize management of Air Force Basic Developmental Education – professional military education for lieutenants and captains, it is comprised of two schools, the Air and Space Basic Course (ASBC) for second lieutenants, and the Squadron Officer School (SOS) for captains at the five-to-seven-year point in their careers. As part of a single college dedicated to the development of the Air Force's junior officers, SOS, and ASBC are able to share curriculum development resources, as well as a single mission support staff. This enhances efficiency and eliminates curriculum overlap between these two important, developmental programs.

SOC's curriculum is based on educational requirements established by higher headquarters. Pre-eminent in this list is the Joint Staff's Officer Professional Military Education Policy (OPMEP), prescribed in CJCSI 1800.01C. The Air Staff also levies requirements through the Institutional Competency List, as well as through the Air Force Learning Committee. Air University expands on these requirements with its Continuum of Education Strategic Guidance. Combined, SOC responds to over 140 separate learning requirements and does so with a keen eye toward achieving its vision for the future.

SOC's vision is to become the USAF's premier leadership-development institution. SOC's mission statement operationalizes its vision. SOC's mission is to develop Company Grade Officers as leaders of integrity ready to fly, fight, and win in air, space, and cyberspace. SOC achieves mission success through its two schools and the numerous educational initiatives underway. The two schools comprising SOC and the additional educational opportunities SOC offers are detailed in the following descriptions.



The Air and Space Basic Course was created to address very specific needs within the Air Force. In 1996, then CSAF Gen Ron Fogleman determined the need to develop a common bonding experience for all its newly commissioned Air Force officers and to inculcate “air-mindedness” with a clear understanding of the Air Force “family business” versus a strictly functional perspective. He envisioned an Air Force in which every officer knows and understands the important roles that air, space, and cyberspace power can play in the operational environment and is equipped to articulate and advocate those roles in order to aid joint force commanders in achieving mission success. Gen Fogleman conceived of the Air and Space Basic Course as a first, critical step in developing this level of understanding.

ASBC is a six-week, resident program consisting of two weeks of hands-on instruction in expeditionary skills specifically related to the complex requirements of warfare in an expeditionary environment, a week dedicated to building a working knowledge of officer-enlisted relationships through direct interaction between ASBC students and Senior Non-Commissioned Officer Academy students, and three weeks of classroom instruction in the Profession of Arms and Air Force doctrine. The Air Force has established a goal of 100% attendance for its line of the Air Force (LAF) officers to attend ASBC. Supporting Air Force active duty, Reserves, and National Guard officers, ASBC educates 270 to 365 students in each of the ten classes it hosts annually.

In 2007, sensitive to the dramatically changed roles Airman are fulfilling in today’s complex operational environment, then CSAF Gen Moseley directed ASBC to expand its curricular offerings to impart expeditionary skills and emphasize a warrior ethos. Branded the “ASBC Retool” effort, over 65% of the course was revised. It was improved to impart skills and knowledge relevant to the irregular warfare environment our Airmen face every day in their

deployed locations, while at the same time inculcate a culture that comprehends and embraces the sacrifices necessary to support and execute operations from bare-bones locations around the world in potentially hostile environments.

In addition to traditional academics, ASBC imparts expeditionary skills that are key to the officers' effectiveness and survival in today's operational environment. These include training in: Self-Aid and Buddy Care; Weapons Handling and Employment; Integrated Base Defense; Small-Unit Tactics, Improvised Explosive Device Detection and Procedures; Tactical Communications; Land Navigation; Survive, Evade, Resist, and Extract Procedures; the Proper Use of Protective Equipment; Troop Leading; Chemical, Biological, Radiological, Nuclear, and High-Yield Explosives Procedures; and Combatives (hand-to-hand combat).

ASBC students develop these skills under the tutelage of specially qualified enlisted and officer trainers, and execute what they have learned at two simulated deployment locations. The first of these, Blue Thunder, is a small, "tent city" that has been established on Maxwell Air Force Base. ASBC students spend much of their first week there, being indoctrinated into the skills they will need to succeed both in the course and in an expeditionary Air Force. During the second week, students participate in their combined operations activities with students from the Senior NCO Academy. Here they work together to solve complex, operational problems and interact to identify and eliminate barriers to their mutual success. In addition, students are active participants in three weeks of intense academics, emphasizing Air Force doctrine, capabilities and limitations, and the fundamentals of officership.

ASBC concludes with a second simulated deployment to a location called Vigilant Warrior, a 200+ acre remote site located some 30 miles northeast of Maxwell. There ASBC

students demonstrate what they have learned through a series of operational exercises they must complete successfully in order to graduate.

The “Retool” effort is in its final stages and has already produced graduates that are arriving to their first assignments significantly more deployment-ready, motivated, and empowered with the skills and knowledge to support their commanders both at home and abroad.

ASBC celebrated its tenth anniversary just last year, and graduated its 30,000th student last month. The school represents the Air Force’s commitment to the development of its most valuable resources, its people – an investment in the junior officers of today who will become the air, space, and cyberspace power leaders of tomorrow. It is a critical first step in the professional military education of the Air Force’s officer corps.

The next step in that professional development of a company grade officer is the second of SOC’s educational programs, Squadron Officer School. SOS is unquestionably a leadership school. The resident program is five weeks long and employs a wide variety of academic and experiential offerings to develop caring, confident leaders of integrity for the Air Force. A typical SOS class consists of some 420 Air Force active duty, Guard and Reserve officers, as well as a handful of rank-equivalent Air Force civilians. In addition, three of the seven classes executed each year host some forty international officers from partner nations who enroll their O-3 equivalents in the SOS resident course. Although SOS offers an outstanding educational opportunity, the additional benefits its students derive through interaction with others outside of their specialties and with different sets of experiences and perspectives are absolutely phenomenal; the relationships that result is one of the major strengths of the program.

The Air Force established goal is for 80% of LAF officers to attend SOS; however, a distance learning version of SOS is available for those LAF, reserve component and/or civilian

equivalents who are unable to attend in residence. A revised version of the SOS distance learning was launched in early March 2009. Already boasting some 2,500 students, the old version – with over 6,000 students still enrolled – is being phased out now.

Although much has changed since Col Russell Ritchey founded the school almost 60 years ago, today's SOS is achieving successes that would have made him proud. SOS recently completed and enacted a 100% curriculum review designed to make the program more relevant to the needs of today's Air Force officers. Designed around Avolio and Bass' Full-Range Leadership (Transformational-Transactional) model, SOS is encouraging its students to reach their full leadership potential through a four-phased approach to personal development. Beginning with introspection, SOS forces its students to consider their strengths and weaknesses as leaders and to design a program of personal growth for execution throughout the curriculum and beyond. Building on this, its students are next introduced to the first tier of leadership, leading within teams. Here, the students study the keys to effective teambuilding, coaching, and mentoring, and begin learning about the tools they will use to recognize and motivate their charges throughout their Air Force careers.

In the next phase of instruction, students study the role of the company grade officer leader within the US Air Force. They study the interaction of the leader and society – ways in which officers are affected by and, in turn, can influence society. SOS looks, in particular, at the influences wielded through social networking tools such as Facebook, Twitter, Myspace, etc.

In the third phase of instruction, the school takes a broader stance, looking at the officer leader within the US military. Here students study the complexities of modern warfighting within the joint and coalition environment. The course concludes with a look toward the

strategic face of modern operations, addressing cross cultural competency, regional security issues, and debating issues of relevance to the Air Force's operational future.

These academic pursuits, combined with robust physical training and a number of experiential activities held at field locations and within the classrooms, mark SOS as an innovator in professional military education, well on its way to achieving the vision of being a leadership center of excellence for the US Air Force. Already, since embarking upon this journey to enhance its educational offerings, SOS has sparked interest in its academic counterparts across the country, including the University of Texas, Michigan State, and Kansas State Universities.

In the Air Force, an officer will remain at the company grade level for a period of roughly nine years: four years as a lieutenant and five years as a captain. Between ASBC and SOS, SOC provides eleven weeks of instruction to our junior officers during this period. In recognition of the growing complexity of today's national security environment, the Air Force has made a commitment to provide additional development opportunities over this period of an officer's career to match the increasing responsibilities and challenges they will face over that extended time span. SOC will fulfill these requirements with a series of specially targeted, voluntary developmental offerings it calls the Company Grade Officer Leadership Program (CGOLP).

The CGOLP is a collection of five courses designed to provide focused content to meet specific developmental needs as CGOs progress through their careers. They address everything from the basics of officership ("*CGO Development: Foundations of Officership*"), to the unique responsibilities of being a flight commander ("*Flight Commander: Team Building Leadership*"), to the special requirements of deployments ("*Expeditionary Leadership: Military Operations in Intercultural Contexts*"), to the specific resource-management skills crucial to CGOs' success

(“*Organizational Leadership*”). The distance learning SOS course is the fifth and final course in the CGOLP line-up.

The revised SOS distance learning course was launched in early March 2009. The remainder will launch this summer. The courses were developed in both a self-paced version that students can complete via an online learning management system, and a facilitated version. The facilitated version will permit qualified faculty members or contract instructors to guide interactive sessions, supervise student projects, and grade exam papers in order to reinforce student learning and maximize critical thinking. These facilitated versions are also being offered up as SOC’s contributions to a proposed expansion of the Air Command and Staff College’s Online Master’s Degree Program (OLMP). Combined, the courses of the CGOLP offer targeted developmental opportunities commensurate with specific milestones in a young officer’s career.

Other specifically targeted developmental opportunities have been created within SOC itself, aimed at the creation and preservation of one of the finest military faculties in the US military education system. These courses and activities comprise SOC’s faculty development program.

With an annual turnover of roughly one-third of this faculty, SOC understands it must make a robust investment in its faculty education and training in order to achieve the high standards it has set for instruction. This spring, a working group met to devise a complete faculty development program, intended to recruit, orient, train, educate, and evaluate SOC’s faculty in order to ensure the best possible learning experience for the college’s students. The results are impressive. In addition to new recruitment guidelines, a thorough orientation prior to the new faculty member’s arrival, and three in-house, hands-on courses to prepare faculty for teaching and curriculum development duties, SOC now boasts a robust faculty forum series of

noon time, faculty development sessions. These sessions are specifically devoted to curriculum related topics, teaching techniques, and topics of specific interest to our faculty. Combined, these initiatives have significantly “raised the game” of our teachers, resulting in heightened morale and glowing praise from our students.

SOC has a critical mission. It is solely responsible for the professional development of the entire Air Force officer corps for the first nine years of its service. SOC is meeting the requirements of this mission through an innovative array of programs and initiatives that combine to create a coherent and rewarding developmental experience for these young officers. SOC is justifiably proud of its talented faculty and staff members. Their innovative approaches to maximizing their limited resources – most notably the limited amount of time they have with these students – coupled with their perseverance to achieve success in each of their endeavors has underscored their commitment to their students. The students’ comments capture it all: SOC is on the right trajectory to reach its goal of becoming the Air Force’s premiere leadership development institution.

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STATEMENT OF

COLONEL BRIAN D. BEAUDREULT  
DIRECTOR, U.S. MARINE CORPS EXPEDITIONARY WARFARE SCHOOL

BEFORE

THE HOUSE ARMED SERVICES SUBCOMMITTEE

OVERSIGHT AND INVESTIGATIONS

ON

PROFESSIONAL MILITARY EDUCATION

15 JULY 2009

Not public until  
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**Introduction:**

Good afternoon, Chairman Snyder, Ranking Member Wittman and distinguished Members of the Subcommittee. I greatly appreciate this opportunity to address the Subcommittee in order to discuss the accomplishments of your Marine Corps Expeditionary Warfare School (EWS) located at Marine Corps Base Quantico, Virginia.

**Historical Foundation:**

EWS traces its lineage to July 1921 when Brigadier General Smedley Butler and Major General John LeJeune established the Company Grade Officers Course, one of three courses that were established to formalize the progressive development of a professional officer corps. Since that time, this resident career level program has consistently adapted, anticipated, and effectively prepared graduates to meet the complex tactical challenges encountered by the Operating Forces.

EWS is the product of a merger that occurred in 2002 between two Quantico based career-level courses, the Amphibious Warfare School (AWS), and the Command and Control Systems Course (CCSC). The merger blended the best of both courses - the command and control emphasis of CCSC and the detailed instruction on expeditionary operations taught at AWS. For nearly 90 years, the resident career level officer education program at Quantico has yielded tactically astute graduates who are mentally, physically, and technically prepared to meet the challenges of their operating environments. EWS has a rock solid program to continue that legacy of excellence in producing ready and relevant tactical leaders.

**Mission**

EWS provides Marine, sister service and international captains career-level

Professional Military Education (PME) and oversees their Professional Military Training (PMT) in Command and Control (C2), planning and employment of the Marine Air-Ground Task Force (MAGTF) operations ashore and in Naval Expeditionary Operations with particular emphasis on maneuver warfare doctrine, combined arms, and tactical decision-making. Upon graduation, students will be prepared to command or serve as primary staff officers in their Military Occupational Specialty (MOS), integrate resident capabilities within their element of the MAGTF, to integrate their element within the MAGTF, and to understand the functions of the other elements of the MAGTF.

#### **Educational Philosophy**

EWS challenges students to think critically by providing them with a firm doctrinal foundation, augmented with broad outside readings, the exchange of practical experiences, and reinforced with extensive practical application and practical exercises while maintaining a close working relationship with the school's faculty and staff. Learning occurs in the auditorium, classroom, and conference group settings. There are fifteen conference groups that each consist of 15-16 captains. Student MOSs are screened to ensure conference groups are organized to achieve diversity, broad MAGTF representation, sister service representation and international military officer representation. Each conference group is mentored by a major, who acts as the captains' Faculty Advisor (FACAD).

Throughout the academic year, each FACAD guides the learning process, mentors, monitors, and evaluates student progress and challenges the students to broaden their education and professional competence. Each member of the faculty brings both an academic background and an operational combat background to the group environment.

They have full appreciation of our students' extensive operational experience, most of whom have served multiple combat tours in Iraq and/or Afghanistan.

EWS employs the Socratic Method and other adult-oriented teaching methods to enable our students to think critically and creatively as they look at the current operating environment and future combat roles and responsibilities. EWS students are also required to write at the professional level, including concise point papers and research/decision papers.

#### **Program Goals**

The following are the stated program goals for EWS:

1. At the tactical level, integrate the capabilities of each of the four elements of the MAGTF.
2. At the tactical level and within a specific element of the MAGTF, plan and execute Naval Expeditionary Operations.
3. At the tactical level and while fighting as a MAGTF, integrate the warfighting functions with consideration to the principles of war, Maneuver Warfare doctrine and cultural factors.
4. Command or operate as a staff officer within a specific MOS and element of the MAGTF.
5. At a fundamental level, understand the concept of Joint Operations, the roles and responsibilities of the Joint Task Force, working in a framework that includes multi-national partners, Joint Staff integration, Interagency coordination, and coordination with Non-Governmental Organizations.

6. Lead subordinates within a framework of ethical values.
7. Express ideas in a clear and well-reasoned manner that is the product of rigorous and disciplined thought.

### **Students**

All students are captains or other service equivalents. Additionally, students represent all military occupational specialties. The EWS Admissions Policy supports the mission and purpose of EWS and reflects the needs of the United States Marine Corps. The EWS Director provides guidance to the Officer Assignments Branch (MMOA) on the desired MOS spread for the 190 Marine students that attend EWS each year. Additionally, records are screened to select 70 captains for attendance at the various Army Captains Career Courses. MMOA carefully screens individual records and occupational field sponsors rank order the eligible candidates. An annual board comprised of senior officers is then held to select the best qualified captains for resident education from the pool of eligible candidates. School seat quotas are based on allocations granted by the Commandant of the Marine Corps, reciprocal agreements with other Services, and the Department of Defense and Department of State agreements on foreign military student education exchange programs.

EWS Academic Year 2009-2010 student body will comprise the following:

U.S. Marine Corps Officers	190
U.S. Navy	2
U.S. Army & Army National Guard Officers	22
U.S. Air Force Officers & Air National Guard	6
International Military Officers	22

TOTAL 242

For Academic Year 2010, which commences 6 August 2009, 22 international students will attend from the following 21 countries: Afghanistan, Brazil, Canada, Colombia, France, Germany (2), Hungary, India, Indonesia, Italy, Japan, Korea, Nepal, Netherlands, Norway, Pakistan, Philippines, Spain, Taiwan, Turkey, and Ukraine.

Of the 237 officers who graduated in May 2009, 191 of them, including international officers, were either Operation IRAQI FREEDOM or Operation ENDURING FREEDOM combat veterans. I anticipate that the student body for Academic Year 2009-2010 will be similarly experienced. Marine captains arrive at EWS at approximately the seven year mark in their careers while sister service attendees generally arrive with 4-5 years of experience.

#### **Faculty**

The EWS faculty consists of fifteen FACADs in the grade of Major and three Division Heads in the grade of Lieutenant Colonel/Commander (US Navy). Faculty members are selected through a rigorous screening process and the collaborative efforts of Headquarters Marine Corps, Manpower Management Officer Assignments branch, Marine Corps University (MCU), and the Director of EWS. A Title 10 faculty member serves as the Chief Academic Officer and a Marine Colonel is personally selected as Director EWS by the Commandant of the Marine Corps. Each instructor is a subject matter expert in his/her respective fields. Seven hold Masters Degrees from the Services Command and Staff Colleges and two more hold Masters Degrees from civilian universities. 100% of the FACADs and division heads are highly experienced combat veterans with grade appropriate command and staff experience. Due to the selective nature of assignment to the EWS faculty, an instructor/faculty advisor position is

considered a premier and upwardly mobile billet for a Marine Corps major with many generals having once served on the faculty and staff of EWS.

FACADs are encouraged to remain active in their fields through attendance at lectures, symposia, and conferences. In fact, a FACAD's work has been accepted for publication on the topic of the synchronization of training and professional military education to better prepare officers to conduct future operations. Supplementing the EWS faculty, and an integral part of the education of our students, are the faculty from the other co-located Marine Corps University schools, the Marine Corps War College the Marine Corps Command and Staff College, and the School of Advanced Warfighting. The MCU faculty supports EWS with Academic Chairs and Scholars and subject matter experts in the fields of Arabic culture, Iran, Iraq, Afghanistan, Pakistan, the Middle East, insurgency, terrorism, ethics, leadership, historical case studies, interagency operations, intelligence matters, and faculty education. Additionally, EWS conducts a four-week faculty development program before each academic year that includes internal instruction and educational preparation by professors from MCU, as well as presentations by external experts on education, critical thinking, intuitive decision making, and leadership and ethics.

### **Curriculum**

EWS' curriculum provides instructional emphasis on command and control, combined arms operations, warfighting skills, tactical decision making, MAGTF operations and Naval Expeditionary Operations. The curriculum is approved by the President of Marine Corps University and is shaped by the Commandant of the Marine Corps guidance and priorities, feedback from the Operating Forces, lessons learned

systems, graduate surveys, reporting senior surveys, curriculum review boards, course content review boards, instructor rating forms and external studies.

The EWS curriculum is divided into five primary courses, each of which contains multiple sub-courses. The five major courses are Command and Control (C2), MAGTF Operations Ashore, Naval Expeditionary Operations, Professional Studies and the Occupational Field Expansion Course (OFEC). The curriculum contains approximately 80% academic education with 20% dedicated to training. Marine Corps University provides oversight of the curriculum through its Curriculum Review Board process.

#### ***1. Command and Control.***

C2 is the initial course of instruction where the student is instructed in command and control theory and doctrine and introduced to the doctrinal planning and decision-making processes. Additionally, enduring principles, such as the theory and nature of war are discussed in the context of the six warfighting functions and Maneuver Warfare doctrine. An introduction to joint warfare fundamentals is also included in this phase of study, although the OPMEP mandated primary joint professional military education Learning Areas 1 and 2 (Joint Campaigning) are threaded throughout the 10 month curriculum and during the Capstone exercises.

The C2 course of instruction begins with the introduction of Warfighting. The subsequent sub-courses within C2 include the following: C2 theory and doctrine, C2 systems, the Marine Corps Planning Process (MCP), Information Management (IM), and Information Operations (IO). The method of instruction includes a combination of assigned readings on theories of war, historical readings and case studies, the Marine Corps Doctrinal Publications (MCDP) 1 through 6, Marine Corps Warfighting

Publications (MCWP), Marine Corps Reference Publications (MCRP), Joint Publications, self-paced texts (SPTs), interactive media instruction (IMI), lectures, seminars, guest speakers, discussions, tactical decision exercises (TDEs), and practical exercises (PE). Course requirements include participation in seminars and practical exercises, a test at the conclusion of the warfighting and IM and ten sub-courses, and a practical application test at the conclusion of the MCPP sub-course.

At the conclusion of the C2 portion of the curriculum, the student should possess a sound comprehension of the nature of war, the warfighting functions, foundations of Joint Operations, and Maneuver Warfare. Also, the student should be grounded in the Marine Corps Planning Process, the science of C2, IO and IM as they relate to a combat operations center, planning, and the commander's decision-making process.

**Learning Outcomes:**

1. Relate the nature and theory of war to the Marine Corps doctrine of Maneuver Warfare.
2. Explain command and control of the MAGTF.
3. Develop a tactical plan using Marine Corps Planning Process (MCPPE).
4. Explain IM theory and doctrine as it relates to Command and Control of a MAGTF.
5. Develop Joint and MAGTF Information Operations plans during combined offensive, defensive, and Phase IV operations.

**2. *MAGTF Operations Ashore.***

MAGTF Operations Ashore builds on the fundamentals taught in C2 and centers on the enduring concepts such as task organization, the single-battle concept, combined



arms, integration and doctrinal employment common to all sized MAGTFs. The MAGTF Operations Ashore course is divided into separate sub-courses that introduce each element of the MAGTF: the Command Element (CE), the Aviation Combat Element (ACE), the Ground Combat Element (GCE) and the Logistics Combat Element (LCE).

During the MAGTF Operations Ashore course, the resources, doctrinal concepts, and warfighting capabilities associated with each element of the MAGTF are taught initially as a stand-alone element, then as part of a task-organized, synergistic MAGTF. The course provides detailed instruction on the integration of the MAGTF's Major Subordinate Elements (MSE) and the employment of combined arms during offensive, defensive, and support operations.

Common themes throughout the MAGTF Operations Ashore segment are the single-battle and combined arms concepts, Information Management (IM) and Information Operations (IO). The method of instruction includes a combination of assigned readings from doctrinal publications, historical readings and case studies, lectures, seminars, discussions and tactical decision exercises. Each sub-course of MAGTF Operations Ashore culminates with a practical exercise (PE) under the command of a Joint Task Force. Other graded events include tests at the conclusion of each sub-course and an evaluation of performance during major PEs.

Within MAGTF Operations Ashore is the Current Operating Environment (COE) module of instruction. The purpose of the COE learning module is to focus the student's education on emerging threats and the students are introduced to Limited Contingency Operations, Counter Insurgency Operations, Irregular Warfare and Hybrid Warfare. The COE sub-course emphasizes the enduring nature of the doctrinal themes and their

applicability in current operations. The method of instruction includes a combination of assigned readings from doctrinal publications, lectures, seminars, panel discussions, and a capstone counter insurgency practical exercise.

At the conclusion of MAGTF Operations Ashore, the student possesses a comprehensive and thorough understanding of the capabilities and limitations of a MAGTF and its MSEs. Ultimately, this knowledge will facilitate the student's ability to integrate the elements to create the necessary synergy in order to effectively accomplish the MAGTF's mission.

**Learning Outcomes:**

1. Analyze the resources, doctrinal concepts, and warfighting capabilities of each element of the MAGTF.
2. Develop a plan that integrates the MAGTF's major subordinate elements (MSE) during combined arms offensive, defensive, and Phase IV operations.
3. Develop Joint and MAGTF IO plans during combined arms offensive, defensive, and Phase IV operations.
4. Develop an IM plan that supports the planning process and the commander's decision making process.

**3. *Naval Expeditionary Operations.***

The third major segment of the EWS curriculum is Naval Expeditionary Operations. Building upon the knowledge acquired from the previous courses of instruction, this portion of the curriculum addresses the unique core competency of the Marine Corps as an expeditionary force with an emphasis on amphibious operations, specifically as part of a larger naval or Joint operation. This includes the MAGTF in

amphibious operations and Maritime Prepositioned Force (MPF) operations.

The Naval Expeditionary Operations course of instruction develops proficiency in the Marine Corps' core competencies: expeditionary readiness, MAGTF combined-arms operations, expeditionary operations, sea-based operations and forcible entry from the sea. Naval Expeditionary Operations contains five sub-courses: Expeditionary Operations Concepts Foundations, Amphibious Planning, Marine Expeditionary Unit (MEU) Operations, Maritime Pre-positioned Force Operations and Eastern Cross practical exercise. The method of instruction includes a combination of assigned readings from doctrinal publications, historical readings and case studies, the use of SPTs, IMIs, lectures, seminars, discussions, tactical decision exercises, and PEs.

Throughout Naval Expeditionary Operations, students are evaluated during several practical exercises, as well as through four concise point papers and a capstone planning exercise which also includes Navy planners from Expeditionary Training Group Atlantic. At the conclusion of this course, the student possesses a comprehensive understanding of the MEU, amphibious operations planning, MPF operations, and the execution of naval expeditionary operations.

**Learning Outcomes:**

1. Apply the concepts for MAGTF operations in support of expeditionary operations.
2. Develop a plan for the employment of an amphibious MAGTF.
3. Develop a plan to accomplish an assigned MEU mission utilizing the Rapid Response Planning Process (R2P2).
4. Develop a plan to deploy, assemble and employ a Maritime Pre-Positioned

Force (MPF) MAGTF.

**4. Professional Studies.** Professional studies, the fourth major segment in the curriculum, consists of the following sub-courses: Leadership & Ethics, Professional Communications, and Operational Culture. These sub-courses are interwoven throughout the syllabus and have a dual nature as stand alone periods of instruction and reinforcement to other portions of the curriculum.

a. Leadership and Ethics. The goal of this sub-course is to apply the fundamentals of leadership within an ethical framework across the entire spectrum of conflict while simultaneously developing subordinates. Course requirements include the development of a leadership strategy for subordinates. Guest speakers are brought in throughout this phase of instruction.

b. Professional Communication. The goal of the Professional Communication program is to prepare students to communicate effectively in their occupational roles – initially as commanders and, subsequently, as staff and executive officers. To this end, this course of instruction focuses on developing critical thinking skills in concert with effective oral and written forms of communication. Although this course exists primarily to support other portions of the curriculum, students are also required to submit a terminal (argumentative) contemporary issues research paper, or a book summary and review.

c. Operational Culture. This sub-course provides a foundation in understanding and analyzing culture as it applies to military operations and planning. It includes a historical perspective of the cultures within which military forces are working and examines the current operating environment from a cultural perspective in order to

develop students who are capable of operating in a cross-cultural environment. Students are taught to map and understand the human terrain as skillfully as they analyze and navigate physical terrain. Notably, the 22 international students will augment the operational culture program with 11.0 hours of country specific instruction.

**Learning Outcomes:**

1. Apply critical analysis skills to historical case studies, battlefield studies, staff rides, and contemporary military issues and express the analysis both orally and in writing.
2. Discuss and consider the impact of cultural factors on the conduct of military operations.
3. Discuss the ethical, legal, and cultural issues confronted by military leaders.
4. Prepare military written correspondence which appropriately addresses the issue using proper style, grammar, punctuation, and format.
5. Discuss the importance of character based leadership in establishing a command climate that develops subordinates.

5. *Occupational Field Expansion Course (OFEC)*. The purpose of this fifth portion of the curriculum is to prepare the student to command at the company-level and/or to operate as a staff officer within the student's specific MOS and element of the MAGTF. OFEC is divided into two sessions, one in the fall and one in the spring.

The two-week fall OFEC session focuses on improving the student's depth of knowledge within their MOS. The fall OFEC also serves to broaden the student's knowledge within his/her element of the MAGTF. The six-week spring OFEC session concentrates on further developing the student's MOS proficiency with continued

specific education, training, and the introduction of practical application. In contrast to the fall OFEC, the spring OFEC contains a combined arms portion addressing fire support coordination and urban warfare.

#### **Capstone Exercises**

MAGTF Operations Ashore and Naval Expeditionary Operations conduct Marine Expeditionary Brigade-level capstone exercises under a Joint Task Force that incorporate the EWS program outcomes, course outcomes, and associated educational objectives. These school-wide exercises include the use of collaborative tools and C2 systems resident in the MAGTF and external agencies.

#### **International Military Student Program**

In addition to the academic curriculum, all international military students (IMS) are given the opportunity to participate in the Marine Corps Field Studies Program (FSP). The FSP is designed to familiarize the IMS with the responsibilities of governments, militaries, and citizens to protect, preserve, and respect the rights of every individual. The FSP is also specifically designed to provide the IMS with awareness and functional understanding of internationally recognized human rights and the American democratic way of life. A two-week orientation course, which is not part of the academic program, precedes the resident EWS course, and includes an English language component.

#### **Student Evaluation**

The Expeditionary Warfare School evaluates student performance through both objective and subjective means. The institution's evaluation program serves two purposes: it evaluates the student's understanding of the material presented; and it provides information relative to the quality of the EWS educational experience.

The school ensures testing instruments evaluate each educational objective. Instructors use the results of evaluations to counsel students regularly on their progress and to make appropriate revisions to instructional materials.

*Standard Evaluation Instruments:* Student performance is evaluated on a 100-point system. A minimum score of a 75 is necessary to complete graded requirements successfully and graduate.

(1) Communication Program. Students are evaluated by their faculty advisors and the communication instructors for their ability to express themselves effectively both orally and in writing. Communication is evaluated in terms of content, critical thinking, organization, format/delivery, grammar & mechanics, and word choice.

(2) Standard Evaluations. There are various standard evaluations throughout the academic year. They consist of a series of questions requiring narrative answers, essay, or a graphic portrayal of solutions on worksheets, maps or overlays.

(3) Non-Standard Evaluations. Non-standard evaluation of student performance is based on the judgment of the evaluator who provides both the student and the appropriate instructor with a narrative summary of observations on the Student Performance Report form. Non-standard evaluations will be provided on a student's:

- Contribution as a seminar member.
- Performance in OFEC.
- Performance during practical exercises, war games, and simulations.

*Fitness Reports.* Academic fitness reports are prepared on all USMC students at the end of the school year by their FACAD and the Division Head. Reports on other service students are submitted on the forms required by their respective services. In the

case of international military students, a detailed report of successful course completion and academic achievement is prepared for transmittal to each student's country.

*Remediation.* The remediation of a student who fails a particular subject area is the responsibility of the FACAD. The FACAD ensures that appropriate remedial instruction, direction, and guidance are provided. Students who do not attain a passing grade in a remedial evolution may be referred to the Deputy Director. In conjunction with the Director, the Deputy Director determines whether or not to convene a Student Performance Evaluation Board to consider the matter and make recommendations to the Director regarding the student.

#### **Student Awards**

Those students who excel while attending EWS are recognized in several different areas. This formal recognition takes the form of inclusion into the Marine Corps University President's Honor Roll (top ten percent), the General Roy S. Geiger Award (top student), the International Military Student Officer Award (top student), the various OFEC training awards, and various writing awards.

The writing awards include: EWS Professional Writing Award for Book Review, EWS Professional Writing Award for Contemporary Issues, The Captain Patrick Rapicault Sister-service Professional Writing Award, The Captain Patrick Rapicault International Military Officer Professional Writing Award. In total, EWS had eighteen papers accepted for publication.

#### **Facilities and Resources**

EWS occupies facilities onboard Marine Corps Base Quantico, Virginia and occupies the entirety of Geiger Hall. Built in 1948 but recently renovated, the facility is



adequate to achieve its educational objectives with several large classrooms able to hold the entire student body, an auditorium for guest speakers and formal presentations, and individual conference group rooms. It presents a professional appearance to students and guests alike as well as a quiet and collegial environment for academic study. EWS students have full access to the resources provided at the Gray Research Center, a world class research facility located on the base as part of the Marine Corps University complex.

#### **The Future**

EWS is currently pursuing a transition to the EWS Distributed Education Network (EDEN). EDEN will eventually provide each student with a laptop computer to enhance their educational experience and to familiarize them with the software used in the operating forces. This academic year three of the fifteen conference groups will have the laptops with the anticipation of additional funding for all conference groups in the 2010-2011 academic year.

It is also my goal as Director to expand the use of modeling and simulation systems to support the execution of tactical decision exercises and practical exercises.

#### **Conclusion:**

EWS has a very powerful curriculum that, for career level officers, is unique in the Department of Defense. A common misperception is that EWS is a school for captains. In reality, EWS is a school with a student body of captains who are preparing to be majors and beyond. The foundational knowledge imparted to our captains prepares them for a career in our armed forces which may last for decades after they graduate. EWS is the first step in the Marine Corps University PME education continuum,

providing the solid foundation for the intellectual and professional growth of our officers.

The Marine Corps places great emphasis on selecting the absolute best faculty and staff to ensure the students receive the education they need and deserve. The institution is a national treasure, one whose modest budgetary requirements provide the Nation an exponential return through the increased effectiveness in the career-level leaders that serve in our Armed Forces.

Thank you, Mister Chairman, for the chance to speak with you today. I welcome the Sub-Committee's questions. Semper Fidelis.

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**QUESTIONS SUBMITTED BY MEMBERS POST HEARING**

JULY 15, 2009

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### QUESTIONS SUBMITTED BY DR. SNYDER

Dr. SNYDER. Please elaborate on how efforts to gain efficiencies within the USAFA budget and to streamline it to high impact areas of the mission within the budget will affect institutional decisions? What will be targeted for cuts or reductions?

General BORN. Operating efficiently and effectively is one of our seven Strategic Goals at USAFA: Obtain and manage resources for our mission activities by maintaining effective institutional investment strategies and management processes. Efforts to gain efficiencies at USAFA is a multi-phased endeavor to include:

- 1) Quarterly Financial Working Group (FWG) and Financial Management Board (FMB) meetings which approve budgets, execution plans, and revisions. The FMB, chaired by the Superintendent, also distributes annual funding, prioritizes Mission Element requirements, and ensures consistency with programs to meet USAFA mission priorities.
- 2) Performance of statistical historical analysis of program spending during Execution Plan and Initial Distribution drills. USAFA has tracked historical spending and funds distribution since 2001 using this data to derive/update mission requirement execution and one-time expenses.
- 3) Programming and analysis of new mission requirements or re-aligning resources during the Program Objective Memorandum (POM) and Amended Program Objective Memorandum (APOM) drills. The impacts of these drills are deliberated by the Management Integration Team (MIT) and approved by the Senior Steering Group (SSG), USAFA's Corporate Structure representing all Mission Element leadership.
- 4) In FY09, USAFA's contracting office put forth an aggressive plan to streamline all "like" contracts across the academy into a single contract award. This has essentially eliminated multiple vendors performing the same functionality for multiple organizations and saved manpower in the process. Due to this approach, contract awards across USAFA decreased from nearly 3,000 in FY08 to 1,500 in FY09.

In addition to these efforts, within our curriculum we impress upon cadets their future role in the budgetary process and their need for careful decision-making. For example, the programs offered by the Center for Character and Leadership encourages cadets to internalize the Core Values and the Honor Code so they will graduate as officers of character with the moral foundation to be good stewards of resources.

Dr. SNYDER. What will be targeted for cuts or reductions?

General BORN. The Air Force Academy has experienced an increase to our baseline for desperately needed renovation and modernization and to improve cadet programs across the Mission Elements. USAFA is positioned to execute these resources in the most efficient and effective manner. If forced to take cuts or reductions, the following effects will be felt across the institution.

- 1) A reduction in funding for construction project designs and facility restorations already in the progress via the "Fix USAFA" initiative. Potential funding cuts would delay projects, degrade cadet standard of living and could affect recruiting efforts in future years.
- 2) Faculty continuation training for accreditation would be scaled back from the higher education standard of one developmental education experience per faculty member per year to one experience per faculty member every other year.
- 3) Cadet travel to present papers they have written would be decreased as would be their ability to attend summer research programs not funded by sponsoring agencies.
- 4) Academic materials would be scaled back forcing cadets to share, or perhaps purchase their own supplemental materials.
- 5) A reduction in funding could lead to cadets not meeting the 68-days of summer ops training goal due to a reduced number of opportunities available for program participation.

Dr. SNYDER. Please explain how the ongoing manpower study at the USAFA is affecting staffing decisions?

General BORN. The ongoing manpower study at USAFA is a comprehensive study by the Air Force Manpower Agency (AFMA) looking at manning requirements in all mission elements. The USAFA manpower study has produced four completed efforts thus far: the Center for Character Development which resulted in an increase of six positions funded effective 1 Oct 09; the Preparatory School which resulted in an increase of 14 positions, three of which are funded effective 1 Oct 09; the wing Anti-Terrorism Office which resulted in an increase of one position which was funded effective 11 May 09; and the History Office which had no change. There are 11 other individual studies covering a total of approximately 1,200 positions in various stages of staffing and development.

One of those individual studies still in the staffing and development stage includes the Dean of Faculty manning authorizations. The initial outbrief from the AFMA team conducting the on-site study validated our need to increase the faculty and staff by 21 percent (149 positions) to meet our current mission requirements. However, the final report still needs to be approved by AFMA and AF/A1 before we can begin the budgeting process to increase our manning authorizations. Due to this lengthy process, we anticipate this manning shortfall will continue in the near-term.

To help alleviate some of the near-term needs, we are exploring several initiatives, including adding enlisted authorizations across the Dean of Faculty.

Dr. SNYDER. Is the USAFA planning to assign a non-commissioned officer to each academic department to assist in managing administrative demands?

General BORN. We're currently examining the feasibility of assigning enlisted personnel to academic departments in both administrative support and laboratory technician roles. There is a precedent—there were 83 enlisted authorizations in the Dean of Faculty organization in the late 80's and they're down to 14 today. Though the AF endstrength in the 80's was significantly higher than today's, we believe increasing the number of administrative support and laboratory technician personnel merits consideration. After analyzing and establishing a baseline requirement, we'll work with our Director of Manpower and Personnel to validate those requirements and develop a funding strategy.

Dr. SNYDER. The JCS Chairman's Officer PME Policy includes a requirement for each of the service chiefs to provide the CJCS with reports on the joint education programs at the pre-commissioning and primary levels. We want to know the significant findings and recommendations of your 2006 Report and whether you would anticipate significantly different findings and recommendations three years later?

General BORN. USAFA has never been tasked with a Joint Education Program Report. We have been alerted to the report by HQ AF/A1DO who is deciding a future course of action regarding whether USAFA should provide this information in the future.

Dr. SNYDER. Chairman Skelton is persuaded that the historical case study is a particularly good way to teach both history and strategy. Do you use the case study method, and if so, to what ends?

General BORN. We value case studies as student-centered scenarios that encourage active learning in many academic disciplines, including history and strategy. We also invest in the appropriate faculty development to fully leverage this learning-focused pedagogy. For the past twenty years, we have hosted experts from DoD (most recently in August 2009, Mr Reese Madsen, Chief Learning Officer for the Undersecretary of Defense for Intelligence) and academia (John Boehrer, Harvard), and sent faculty to a variety of case teaching and strategy workshops (Evans School at the University of Washington, Center for Irregular Warfare and Armed Groups at the U.S. Naval War College, the Johns Hopkins University's School of Advanced International Studies Strategy Workshop).

In the Department of History, case studies are accompanied by substantial thought and consideration to bring the essential element of "context." We use historical case studies regularly to dig deeply into a given historical event, to demonstrate the importance of strategy formulation, as well as to assess critically the range of factors that must be considered when "thinking strategically." Some of our courses can be considered whole case studies in and of themselves (e.g., our course on the Korean and Vietnam wars). While they can be effective instrument to learn history, they can also be potentially dangerous when they are studied without sufficient context and breadth or when approached with a predetermined agenda. Poorly selected or insufficiently understood case studies may not give clear lessons for current and future policy makers. History can be misused. Case studies require a nimble and nuanced approach to recognize the problems associated with any predictive quality. Nevertheless, when studied appropriately, a case study can wonderfully demonstrate the range of questions which shed light on historical and contemporary

events. A range of case studies can help policy-makers develop the judgment to make suitable strategic decisions and to get a sense of the elements of strategy formulation. Historical case studies allow us to speak to the difficult concept of strategy outside the abstract.

In the Department of Military & Strategic Studies, the focus is on teaching processes of strategy in different contexts. In both core and advanced courses, historical cases are compared to cases of potential futures, capabilities-based strategies to threat-based strategies, enemy-centric doctrines to population-centric doctrines, political goal-setting to culturally rational goal-setting, and so forth.

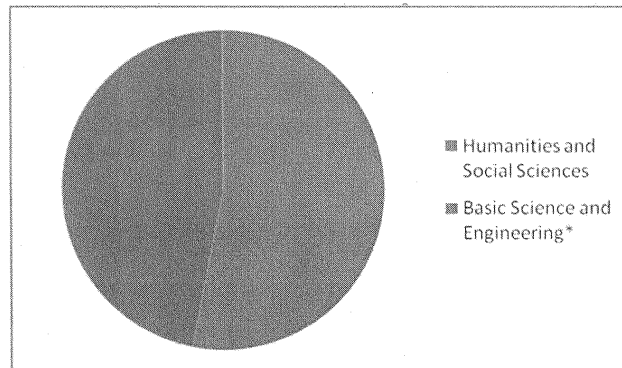
In the Department of Political Science, historical case studies play a central role in political science pedagogy. Political science teachers use case studies to illustrate complex ideas, demonstrate the plausibility of systematically arrived at findings, and also to debunk erroneous conventional wisdom, all the while purporting that a single case alone does not establish the veracity of a perceived causal connection.

As with other schools of management and business, the Department of Management frequently uses the case method because many professors believe it is the most practical and relevant way to develop student managerial and leadership skill sets. The case study method also forces students to decide what questions are most important and what the real problem in the case is. These are very valuable competencies for Air Force officers. In addition, students typically find the case study method to be a relevant, interesting, rewarding, and fun way to learn about “real world” applications of the things they are learning in class. We select cases that sharpen student analytical and communication skills by asking them to produce quantitative and qualitative evidence to support assertions made in case analysis.

Dr. SNYDER. It is concerning that there are only two required history courses within the USAFA core curriculum. Credit in American history is not required of all cadets, and credit in military history need not be achieved within a cadet's first two years of study. How will the USAFA remedy these concerns?

General BORN. The value of American History goes without question. In fact, during the past year, several different mechanisms have been considered for enhancing USAFA's coverage of American History. These include the possibility of adding an additional requirement to the core curriculum (i.e. American History); replacing an existing core requirement with American History; and enlarging the coverage of American History topics in existing core courses (e.g., appropriate courses in political science, military studies, literature, etc.). The Academy's preferred approach to remedying these concerns is to address them systematically through the comprehensive curriculum review process which is currently underway.

With regard to “only two required history courses within the USAFA core curriculum,” it should be noted that there are only two disciplines—English and mathematics—for which there are as many as three required core courses. There are many other non-technical disciplines for which there is only one required core course (e.g. management, political science, economics, law). In the technical disciplines, there is only one required core course each in aeronautics, astronautics, and computer science to equip cadets with the knowledge and skills needed for service in the air, space, and cyberspace domains. To further put things in perspective, the distribution between technical and non-technical core course hemispheres is shown below with a slight edge given to non-technical (51 semester hours) compared to technical (45 semester hours).



Dr. SNYDER. Why do the Service Academies only award Bachelor of Science degrees? What would be the professional effect of offering Bachelor of Arts degrees in certain academic disciplines? What would be the professional effect of offering alternate tracks within Bachelor of Science programs that would be heavier on humanities and social science requirements?

General BORN. The Uniformed Services Code Title 10, Section 9353, only grants Academy Superintendents the authority to grant a Bachelor of Science degree. Therefore, a change to law would be necessary for an Academy to grant a Bachelor of Arts degree. However, there may be other problems with offering both Bachelor of Arts and Bachelor of Science degrees even if the law were changed. To offer a Bachelor of Arts degree involving significantly greater academic specialization in social science or humanities disciplines would represent a significant departure from USAFA's historic approach from an educational mission premised upon developing generalists with a strong technical background.

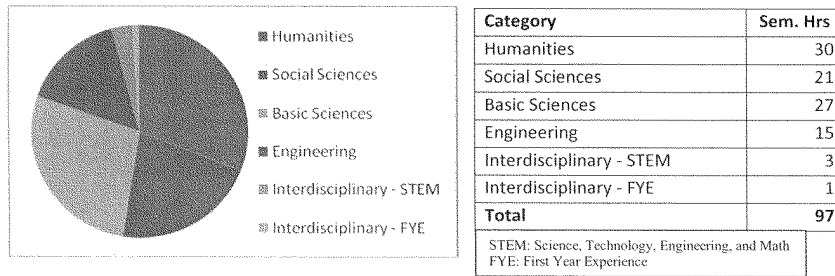
Since its inception, USAFA's curricular philosophy has been to offer a broad and balanced core curriculum. That is, to offer a sizable core curriculum (i.e., approximately two-thirds of a cadet's total academic coursework) that is roughly equally balanced across the humanities, social sciences, basic sciences and engineering disciplines. At the same time, USAFA offers 32 academic majors including 13 in the humanities and social sciences as well as two minors in the humanities. This allows for more depth in an area of interest to cadets. For cadets pursuing an academic major in the humanities or social sciences, a total of 102 out of the 147 total semester hours required for graduation would be taken in those disciplines.

This emphasis upon broad, balanced and diverse coursework spanning multiple disciplines has been based on the historically distinctive roles that the military academies have played as accession sources into the junior officer ranks.

Dr. SNYDER. How many engineering majors does your institution try to graduate each year? On what professional demands are these goals predicated? Generally speaking, does the amount of time needed to provide each cadet with a knowledge base in engineering allow the latitude to balance academic pursuits with respect to the hard sciences, social sciences, communications skills, military studies, and the humanities, especially history, as they relate to a foundation in strategy?

General BORN. While graduating cadets with Science, Technology, Engineering, and Math (STEM) majors is important to the USAF because of its highly technical mission, USAFA does not have a fixed target or quota. Over the past 20 years, the percentage of USAFA STEM majors has fluctuated between 45% and 55%. This is above both the national average of 17% and the international average of 26.4% but behind China's average of 52%. Presently there are approximately 250 cadets in the senior class majoring in Engineering while approximately 200 are majoring in the Basic Sciences.

As shown in the figure below, the amount of time devoted to the engineering core curriculum is between 15 and 18 semester hours, depending upon the choice of the interdisciplinary option, out of a total of 97 semester hours of academic core.



We believe it helps to consider the phrase “foundation in strategy” as it applies to the preparation of preparing graduates to effectively face dynamic and complex global challenges in their roles as junior officers. The Academy is not trying to develop experts in strategy in the same way that it is the war colleges’ responsibility to do so. Rather, we need to prepare our graduates to behave in strategically effective ways in often ill-defined and rapidly changing conditions and environments. Behaving in such ways requires a particular constellation of skills and perspectives, an understanding of the service’s and the nation’s strategic interests and strategy, and in the particular ways one supports those as a junior officer.

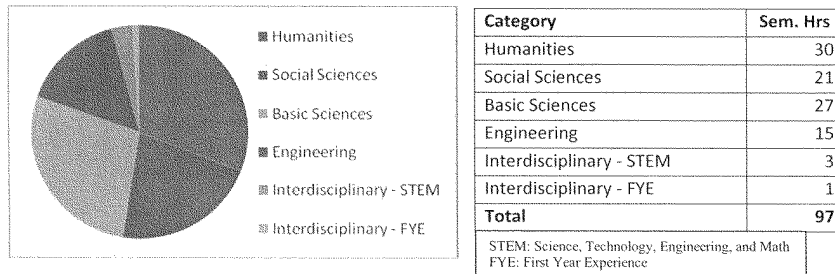


In that sense, “behaving strategically” requires that individuals, teams, and organizations be able to learn adaptively. Increasingly, strategy itself can even be thought of as an ongoing learning process throughout the organization. In fact, this is precisely the overarching purpose of the Academy’s attempt to be an exemplar of learning-focused education in the development of its still relatively new institutional Outcomes.

Furthermore, in the face of ill-defined and rapidly changing conditions, adaptive learning in ill-defined and rapidly changing conditions benefits from an appreciation of the interconnectedness of multiple factors and variables—just the kind of appreciation that we believe is fostered by our broad, intentional and developmental core curriculum including its long-standing emphasis on STEM elements of the core curriculum. In fact, two of the Academy’s institutional Outcomes include developing understanding of the “Principles of Science and the Scientific Method” and “Principles of Engineering and the Application of Technology.”

Dr. SNYDER. To what extent is the USAFA’s engineering-based curriculum preparing cadets to become effective officers on the ground in Iraq, Afghanistan, and elsewhere?

General BORN. USAFA’s academic curriculum is based not on engineering but rather a diverse core curriculum of 97 semester hours in basic sciences, humanities, social sciences, as well as engineering as shown in the figure below.



This emphasis upon broad and balanced coursework spanning multiple disciplines best prepares junior officers for the complex, dynamic, and uncertain situation in Iraq and Afghanistan where problems are ill-defined and often dangerous. The engineering core coursework is specifically designed to help develop skills associated with problem solving, critical thinking, decision making, and teamwork, as well as providing the technical background necessary to effectively apply technology in the ground, air, space, and cyberspace domains. Methods developed and experience gained in the engineering curriculum in framing and solving ill-defined problems are invaluable to their success as leaders.

Dr. SNYDER. At the USAFA, we know that the “cadet experience” is a combination of academic and professional development curricula, leadership opportunities, summer training and travel, competitive athletics, etc. How do you factor Service, JCS, and DOD requirements into the overall pre-commissioning experience?

General BORN. Identifying AF, JCS, and DOD requirements is a continual process, due to the ever changing environment within which we live, learn, and operate. The Academy’s mission is to develop leaders of character. So with that in mind, teams have worked, and are continuing to work, multiple issues for integration into the USAFA curriculum. We emphasize the actionable—what knowledge, skills, and responsibilities should the next generation of officers possess? The conversation may begin at one of three organizational levels. First, at the pre-commissioning level (USAF Commissioning Training and Education Committee—AFA, ANG, AFOTS, AFROTC), we regularly meet with the other USAF commissioning sources to adapt our curricula to the contemporary learning and operating environment. Adjustments to the course of instruction resulting from this collaboration are incorporated into strategic guidance such as Air Force Instruction 36-2014, *Commissioning Education*. This guidance also incorporates current Chairman of the Joint Chiefs of Staff Officer Professional Military Education Policy. Second, our AF leadership may issue a vector for the Academy. Third, through current research and education and training engagement with our Service, JCS, and DoD, we, the Academy team, adapt to and anticipate emerging requirements. A prime example is our Operation Air Force deployed summer program where cadets engage with other services in Southwest Asia locations. This provides first-hand exposure and experience in the joint environment.

To integrate requirements, USAFA has developed, implemented, and assessed a single set of Outcomes that all mission elements support to develop cadets into leaders of character who embody the Air Force core values (Integrity First, Service Before Self, Excellence in All We Do). The Outcomes (Tier One: Responsibilities, Skills, and Knowledge) are the foundation upon which our recent ten-year accreditation was based, and to which all programs and courses across mission elements are connected. Specific programs and courses have been identified to assess each of the Outcomes' nineteen Tier Two categories (see Outcomes chart below). When determining how to integrate a requirement, we evaluate how it relates to Tier One Outcome(s), and then, in greater detail, to one of the nineteen Tier Two Outcomes. Connecting the requirement to mission elements is the responsibility of commanders, senior leaders, Ph.D. faculty, certified trainers, and athletic professionals. The Outcomes are assessed based upon Higher Learning Commission accreditation standards. Linking Service, JCS and/or DoD requirements to the Academy Outcomes is key to maintaining a credible, accountable, value-added four-year academic, professional, and character/leadership curriculum (which only the nation's service academies provide) at the pre-commissioning level.

## USAFA Outcomes

Commission leaders of character who embody the Air Force core values . . .

- ... committed to Societal, Professional, and Individual **Responsibilities**
  - Ethical Reasoning and Action
  - Respect for Human Dignity
  - Service to the Nation
  - Lifelong Development and Contributions
  - Intercultural Competence and Involvement
- ... empowered by integrated Intellectual and Warrior **Skills**
  - Quantitative and Information Literacy
  - Oral and Written Communication
  - Critical Thinking
  - Decision Making
  - Stamina
  - Courage
  - Discipline
  - Teamwork
- ... grounded in essential **Knowledge** of the Profession of Arms and the Human & Physical Worlds
  - Heritage and Application of Air, Space, and Cyberspace Power
  - National Security and Full Spectrum of Joint and Coalition Warfare
  - Civic, Cultural and International Environments
  - Ethics and the Foundations of Character
  - Principles of Science and the Scientific Method
  - Principles of Engineering and the Application of Technology

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26 August 2009

Dr. SNYDER. How frequently are major reviews of the USAFA's core curriculum conducted? What is the process for review and for the implementation of any recommended adjustments?

General BORN. Major reviews/revisions of the core curriculum were accomplished in 1964, 1975, 1979, 1986, 1994, 1997, 2002, and 2006. Regarding the process for curriculum review and change, a few of the highlights of the governing USAFA Instruction 36-3507, *Curriculum Handbook and Curriculum Change Control*, are listed below:

- The USAFA Curriculum Committee (a subcommittee of the Academy Board) meets once a semester
- Committee is chaired by the Dean of the Faculty; voting members include the Dean of the Faculty; the Vice Dean of the Faculty; the Associate Dean for Student Academic Affairs and Academy Registrar (DFR); the Deputy Registrar and Chief, Academic Affairs and Curriculum Division (non-voting); the Associate Dean for Curriculum and Strategy; all DF academic department

heads; the Vice Commandant of Cadets; the Vice Commandant for Strategic Programs; the Director of Training and Support; the Director, Center for Character Development; the Wing Director of Curriculum; the Vice Athletic Director; the Deputy Director of Athletics and Head, Physical Education; the Director, Plans and Programs (non-voting); and the Director of Admissions (non-voting)

- DFR requests Curriculum Change Proposals (CCPs) from all Mission Elements (MEs) through committee members—effective NET 1 year from semester submitted
- DFR publishes CCP package two weeks before USAFA Curriculum Committee meets
- The Integrated Curriculum Review Committee (ICRC), a subcommittee of the USAFA Curriculum Committee with a balanced composition across all mission elements, meets prior to the Curriculum Committee
  - The ICRC has authority to approve/disapprove some proposals; forwards review on others
  - The ICRC meets outside of curriculum cycle to discuss integration initiatives across USAFA
- The USAFA Curriculum Committee meets to discuss and vote on CCP's
- Significant changes forwarded to Academy Board for final approval
- Approved changes are incorporated into USAFA's curriculum via the Curriculum Handbook, USAFA Catalog, Cadet Administrative Management Information System (CAMIS), and other products required for implementation

Dr. SNYDER. We understand that the USAFA was going to conduct a comprehensive 50-year curriculum review, but that it may not proceed. Would you please explain your current efforts?

General BORN. This question reflects a misunderstanding of our plans to mark the occasion of USAFA's 50th Anniversary through an initiative we've entitled FALCON Flight. FALCON stands for Fortifying and Aligning our Learning Capacity for Our Nation. The details of FALCON Flight are currently being coordinated at the mission element level but several of the important issues are discussed below.

Our previous comprehensive curriculum review occurred in 2006. Since then, USAFA has begun implementing several major transformations in our institutional approach to developing cadets. These include the adoption of nineteen institutional Outcomes, and a more integrated approach across our Mission Elements linking our efforts in developing these Outcomes. There have been several recent external validations of these efforts by the academic community, including a strong endorsement by the Higher Learning Commission for a ten-year institutional re-accreditation. Perhaps the most important challenge facing us today, then, is to assure that we've embedded the myriad of changes to our systems, practices and culture so that this transformation will be sustained.

It has become increasingly clear to us that a curriculum review needs to address the total institutional context including not "just" the curriculum itself (broadly defined to include academic, military, athletic and airmanship coursework) but also the broader policies and practices that impact our ability to assure that our varied learning outcomes are achieved. There are presently strategic conversations underway among the USAFA senior leadership about what should be our mid- and longer-term strategy.

An important element in this mid- to longer-term strategy as articulated in FALCON Flight will be the design and implementation of an explicit mechanism by which the USAFA Outcomes will be periodically reviewed to ensure that they address the shifting requirements of officers in the 21st century. The nineteen USAFA Outcomes were recently developed based upon a careful analysis of the requirements of officers in the 21st century as we understood them to be at the time. But because our profession and the AF's role in it are going through dramatic changes, the Outcomes and the supporting Course of Instruction (COI) will need to be periodically reviewed. Our graduates must be prepared to lead in an increasingly complex, joint, interagency, and multinational environment. To remain relevant and support the Air Force and the American people, we must understand how the profession of arms is changing and what the Air Force needs of its Lieutenants. We must make sure our COIs align with and produce officers who meet those Outcomes. To help ensure that this forward-looking activity is ongoing, a mechanism should be developed by which the USAFA Outcomes are periodically reviewed. The time period for updating or changing the Outcomes should reflect a balance between ensuring sufficient responsiveness to the changing world on the one hand and on the

other, providing enough time to conduct an effective assessment cycle. Another way of thinking about it, USAFA will need to adjust the Outcomes “target” from time to time but not before we know whether or not we hit that target in the previous round of COI delivery.

Dr. SNYDER. How do you evaluate the performance of the faculty and staff at your institution?

**General BORN. Civilian Faculty:**

The civilian faculty and staff are comprised of four groups of federal civil service employees (Administratively Determined (AD), General Schedule (GS), National Security Personnel System (NSPS), and Wage Grade (WG)), employees from other governmental agencies (Central Intelligence Agency (CIA), National Security Agency (NSA), and the Department of State (DOS)), and visiting faculty members from colleges, universities, and the private sector.

The federal civil service employees are evaluated on an annual basis utilizing the respective federal performance appraisal system (AD, GS, NSPS, and WG), each of which is designed to evaluate performance aligned with each employee’s Core Document (position description). In addition, the quarterly and annual awards programs serve as a means of recognizing outstanding performers.

Since the employees from other governmental agencies are brought to the Academy as teachers, they are evaluated on the quality of their performance as related to the fundamental faculty responsibilities of teaching, research/scholarship, and service.

Visiting faculty members are also evaluated on the quality of their performance as related to the fundamental faculty responsibilities of teaching, research/scholarship, and service. In addition, these civilian educators are called upon to be critical external evaluators of our academic programs. They bring a vital expertise to the Air Force Academy and this two-way exchange of knowledge has proven to be mutually beneficial to both the Academy and the visiting faculty members.

**Military Faculty:**

Military faculty and staff are evaluated according to the same Air Force Instruction (AFI 36-2406, *Evaluations*) as all other military members throughout the Air Force. The fact that many of them are operating outside their core area of assigned duties (AFSC) makes this a valuable career broadening opportunity.

Dr. SNYDER. Do your military faculty members get promotions and are they selected for command? Please provide statistics for the last five years.

General BORN. Our military faculty members are competitive for promotions as the figures (in the table below) for the last five years indicate. For promotions to Major and Lt Col, the Dean of Faculty has been above the AF average in all years except for calendar year (CY) 2006. Promotions to the grade of Colonel are below the AF average for this 5 year time period.

Many of our officers are competitive and selected for command after completing their faculty tour or later on in their Air Force career. Although we do have several field grade officers each year screened and selected for command positions, we do not maintain a database on these command selections.

The table below shows the Dean of Faculty’s statistics with comparison to Air Force selection rates for ‘in the promotion zone’ (IPZ) Line of the Air Force (LAF) promotion boards to Maj, Lt Col, and Col for CY 2005 through CY 2009.

CY 2005	GRADE	DF	DF	DF Select Rate	AF Select Rate
		ELIGIBLES	SELECTS		
	MAJ	20	20	100.0%	92.4%
	LTC	10	9	90.0%	73.8%
	COL	5	1	20.0%	45.0%

CY 2006	GRADE	DF	DF	DF Select Rate	AF Select Rate
		ELIGIBLES	SELECTS		
	MAJ	24	23	95.8%	93.3%
	LTC	20	13	65.0%	74.7%
	COL	9	2	22.2%	45.3%

CY 2007	GRADE	DF	DF	DF Select Rate	AF Select Rate
		ELIGIBLES	SELECTS		
	MAJ	28	27	96.4%	94.2%
	LTC	8	7	87.5%	74.7%
	COL	9	2	22.0%	45.4%

CY 2008	GRADE	DF	DF	DF Select Rate	AF Select Rate
		ELIGIBLES	SELECTS		
	MAJ	13	13	100.0%	93.9%
	LTC	8	6	75.0%	73.9%
	COL	12	3	25.0%	45.3%

CY 2009	GRADE	DF	DF	DF Select Rate	AF Select Rate
		ELIGIBLES	SELECTS		
	MAJ	32	*	*	*
	LTC	9	*	*	*
	COL	11	2	18.0%	44.0%

\* Statistics not yet available

Dr. SNYDER. The USAFA has recently developed a “rotating contract” system. Please describe and discuss that system. What feedback have you received from civilian faculty with respect to the system?

General BORN. Our civilian faculty system is called the Civilian Faculty Reappointment System. We do not refer to it as a “rotating contract” system.

For civilian civil service faculty members on an initial three-year appointment, the Dean of the Faculty, after conferring with the respective Department or Staff Agency Head, determines whether a faculty member is to be reappointed when one year remains on the initial three-year appointment. Factors considered in deciding to reappoint will include superior faculty member performance as detailed in current and past performance appraisals and careful consideration of the following factors:

- Essential qualities expected of every faculty member include the personal attributes of integrity, industry, cooperation, initiative, and breadth of intellectual interests.

- Demonstrated excellence in teaching is an absolute and fundamental requirement. Teaching performance may be demonstrated by classroom presentations; course and laboratory development; course direction; leadership of independent student projects; and mentorship of junior faculty.
- Faculty members normally conduct research, engage in consultation (consistent with public law and DoD and Air Force directives), write and publish educational and professional articles and textbooks, and participate in conferences and other activities of learned societies. These activities strengthen and improve the faculty's capacity to carry out the Academy's mission and simultaneously enrich classroom teaching.
- Each faculty member provides service to the Air Force, the Air Force Academy, and the professional community. Such service may take the form of involvement in cadet activities and programs, administration, faculty governance, curriculum and program management, or temporary assignment to other Air Force organizations.

Based on feedback from the Faculty Forum (an advisory group to Dean of Faculty senior leadership) the current reappointment system was established. If a reappointment is warranted, the new appointment length will normally be for a period of four years, although lesser periods may be approved depending on the specific circumstances. The respective Department Head or Staff Agency Head will inform the Dean in writing on the Performance Appraisal of the faculty member's desire to be reappointed, after consultation with the faculty member. For faculty members who have already been reappointed at least once, at the end of each annual appraisal cycle, the Dean of the Faculty, after conferring with the respective Department or Staff Agency Head, will determine whether a faculty member will be reappointed. This decision will be made when three years remain on a faculty member's current four-year appointment. Reappointments will normally be for a one-year period, meaning that after reappointment, the faculty member will have no more than four years remaining on their appointment.

The Dean of Faculty organization recently completed the second academic year under the new reappointment system. The new system was supported by a large majority of civilian faculty members because reappointments would now be determined with three years remaining on a faculty member's current appointment. Under the old system that decision was made with only one year remaining. So there is improved job security if warranted by performance.

Now that the "timing" for reappointments has been established, we are continuing the process of modifying existing instructions to incorporate consistent language with regard to performance measurement criteria and the coupling of quality performance to reappointment. The feedback we have received from the faculty regarding our progress in this area has been very positive.

Dr. SNYDER. To what extent may civilians from other government agencies, such as the State Department or the CIA, be detailed to the USAFA faculty? How do these visiting faculty members help students better understand the perspectives of other agencies?

General BORN. Civilians from other governmental agencies such as the Central Intelligence Agency, the National Security Agency, and the State Department can be detailed to the USAFA faculty if both organizations agree to such an arrangement and if the sponsoring agency provides funding and logistical support. The specifics of each detail vary from agency to agency. The Academy's primary responsibility is to supply adequate administrative support (office space, computer, etc.). The only restriction on accepting qualified civilian employees is from governmental agency policies.

Since the inception of the Visiting Faculty Program in the mid-1970s, employees from other governmental agencies have brought their personal academic expertise as well as their professional perspective to the classroom, adding an important dimension to the learning cadets receive. In addition, the dialogue between these instructors and their cadets concerning the strategic and tactical operations of their respective agencies allows cadets to gain a unique and extremely valuable insight into policy making at the national level. For example, the Department of State visiting professor is often asked to explain the role of the State Department and contrast its culture and mission with the Department of Defense. He uses anecdotes such as one developed by U.S. diplomat Anton K. Smith that describes the warrior approach to problems as "How can we get this done?" in contrast to the diplomat's approach which might be "How can we shape the situation to arrive together at a mutually desirable goal, while maintaining a relationship capable of addressing other important goals in a continuing process?"

Visiting government faculty members help cadets understand the perspective of other agencies by presenting the unique organizational culture of that agency. Most government policy is formulated through an interagency process and in general, no national security or international affairs issue can be resolved by one agency alone. Visiting faculty members present the views and cultures of other agencies in the classroom and through participation in extracurricular activities, thus giving cadets significantly different perspectives than if just limited to those of the Air Force or Department of Defense. Interaction between visiting faculty and cadets increases the comfort level of cadets in dealing with government civilians, which is critical as military and civilian roles become increasingly intertwined. By providing cadets with early exposure to different perspectives and approaches to problem solving, visiting faculty members serve to prepare cadets for their future careers in which being able to perform effectively in the government interagency process and interact with civilians depends on a broad knowledge of issues and organizational cultures.

Dr. SNYDER. In 2004, the "Larson Report" looked at the role of permanent professors (PPs) at all of the Service Academies with a special focus on the USAFA. Please discuss the changes you have made in the PP system as a result of the Larson Report? The Larson Report specifically called for the USAFA to hire "pure" civilian academics, as intended by Congress. The USAFA has apparently disregarded that recommendation. Please explain. Also, please discuss the effect that PPs have on the participation of civilians within the school's leadership structure.

General BORN. The 2004 National Defense Authorization Act, Section 528, directed the Secretary of the Air Force (SecAF) to complete a "study and report related to permanent professors at the United States Air Force Academy." The SecAF selected Admiral (ret) Charles R. Larson to lead the study, the goal of which was to provide a detailed look at the Air Force Academy while at the same time comparing Air Force Academy faculty systems, organizations, and structure with those at West Point and Annapolis.

The Larson Report concluded, "There is a perception across the Air Force that the Air Force Academy's permanent professors have been at the Academy too long, have lost touch with the Air Force, and are a part of the systemic problems that led to the current crisis. The average longevity of permanent professors at both West Point and the Air Force Academy is approximately nine years. The term "permanent" is misleading and has become pejorative. This study found no serious problems with the existing Air Force Academy permanent professor system and little evidence of an "ivory tower" mentality or stagnation. To the contrary, permanent professors have served as an anchor of stability during a period of faculty transition." In addition, "This study strongly recommends the permanent professor program be sustained."

Given the strong support by Admiral Larson for the PP program as it existed, few changes were needed. The primary change was adopting the study's recommendation for consideration to be given to the value of short-term TDY assignments or deployments in critical operational areas as being equally or more important than sabbaticals to narrow areas unrelated to cadets' first assignments. This language has been codified in Air Force Instruction 36-3501, *Air Force Academy Operations* (28 April 2008), which says, "Permanent Professors will periodically (normally every 5 years) serve on sabbaticals in fields related to their Permanent Professor responsibilities to ensure they remain current in their discipline or serve in the operational Air Force for the purposes of refreshing their operational experience in their primary career field. The service can be extended TDYs, deployments, or PCS assignments (para. 2.13.16.3.)"

The Larson Report recognizes the intent of Congress in its 1994 legislation to bring in civilian faculty members that can add a fresh outlook, doctoral-level currency, and depth in their academic discipline to the U.S. Air Force Academy and recommends that "to comply with the true intent of Congress, and to ensure the maximum strength of the civilian element of the faculty, future civilian hires should be "pure academicians" from civilian higher education. However, specific application of this recommendation is constrained by other legislation such as the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA, 38 U.S.C. § 4301-4335). USERRA is a federal law intended to ensure that persons who serve or have served in the Armed Forces, Reserves, National Guard or other "uniformed services:" (1) are not disadvantaged in their civilian careers because of their service; (2) are promptly reemployed in their civilian jobs upon their return from duty; and (3) are not discriminated against in employment based on past, present, or future military service (emphasis added). Specifically §4311 of the USERRA legislation makes it illegal to discriminate against a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform service in a uniformed service. Such a person shall not be denied initial em-

ployment, reemployment, retention in employment, promotion, or any benefit of employment by an employer on the basis of that membership, application for membership, performance of service, application for service, or obligation.

Previous USAFA attempts to hire “pure academicians” instead of equally or more qualified military retirees resulted in a complaint to and an investigation by the Office of Special Counsel (OSC). As a result of the investigation, OSC informed USAFA that they would bring an action before the Merit Systems Protection Board unless USAFA strictly complied with the anti-discrimination provisions of USERRA. After a discussion with OSC and a review of the law, USAFA thereafter hired the soon-to-be retired military applicant for a civilian faculty position at USAFA.

The report, *A Blend of Excellence: Military-Civilian Faculty Mix at the Service Academies*, submitted by the Office of the Assistant Secretary of Defense (Force Management and Personnel) in response to the 1993 NDAA makes no mention of “pure academicians.” It defines the role of civilian faculty to be competent in their disciplines, adept at educational innovation, and abreast of educational advances—all characteristics demanded of any new civilian faculty member, regardless of their previous work history. In fact, a number of our retired military faculty members have also served at civilian universities before being hired here.

The PPs embrace the participation of civilians within the school’s leadership structure. Since 2007, three PPs have selected civilians from their departments to serve as department heads while the PPs completed sabbaticals ranging from six months to 2.5 years. All PPs have embedded civilians throughout their department leadership hierarchy, and in 2005, the Dean of the Faculty established the position of Associate Dean for Curriculum and Strategy that rotates among civilian full professors every 2–4 years. This position is equivalent to the Vice Dean of the Faculty.

Dr. SNYDER. How hard is it to attract top civilian faculty to the USAFA? What incentives do you offer civilian faculty candidates?

General BORN. Since the inception of the Civilian Faculty Program in 1993, we have been extremely successful in attracting and retaining top-quality faculty members who are dedicated to the Academy mission of educating, training, and inspiring men and women to become officers of character. One measure of faculty quality is institutional recognition. In addition to recently receiving institutional re-accreditation for the maximum allowable period of ten years, the Academy was just named the best baccalaureate college in the west for the third year in a row. In addition, for the past few years the Academy was cited as the #1 institution in the nation for possessing the “most accessible faculty.” These institutional accolades are a direct reflection of the quality and dedication of the civilian faculty members. In addition, the number of civilian faculty members receiving individual recognition is truly noteworthy as evidenced by the following list of recent awards:

- Colorado Professor of the Year: 2008, 2005, 2003, and 2002
- 2009 Award for Innovative Excellence in Teaching, Learning & Technology
- 2009 von Kàrmàn Lectureship in Astronautics
- International Association of University English Professors
- Patents for holographic/laser technologies (2007–8)
- Patent for Hydrogen Flow Controller (2008)
- 2007 NASA Engineering/Safety Group Achievement Award
- 2007 Robert M. Yerkes Award (Military Psychology)
- McLucas Basic Research Award 2008 (Hon Men)
- Fulbright Scholarships: 2009 (Russia, Singapore, Jordan), 2007 (South Africa, India, Warsaw)
- 2007 Air Force Nominee for Arthur S. Flemming Award
- 2007 Ernest L. Boyer International Award for Excellence in Teaching, Learning, and Technology
- 2008 Air Force Nominee for the DoD Distinguished Civilian Service Award
- 2008 Dolores Zohrab Liebmann Fellowship
- 2008 Association for Computing Machinery Distinguished Scientist/Engineer/Member Award
- 2008 Pi Mu Epsilon Faculty Award

Quality civilian faculty members are drawn to the Air Force Academy for a number of reasons to include the opportunity to interact with an outstanding student body, participate in top-tier undergraduate research initiatives, and contribute to a unique and extremely important mission. In addition, the ability to live in one of the most beautiful areas of the country is an incentive for many. Salary and benefit



packages offered to civilian faculty members at the Air Force Academy are comparable to other four-year institutions of higher education, with the one exception being contract length. Nine-month and ten-month contracts for faculty members in higher educational institutions are the norm. At the Air Force Academy, all civilian faculty members are on twelve-month appointments because their services are required during the summer months as well as during the academic year. For the vast majority of faculty members, receiving a paycheck every month of the year is an employment incentive.

Dr. SNYDER. Are there any significant impediments to sending USAFA faculty members, whether civilian or military, for professional or academic purposes to foreign universities? Are there any significant impediments to sending faculty members for the same reasons to top tier universities within the United States?

General BORN. USAFA strives to send faculty members to a diverse pool of universities to ensure the quality of our academic curriculum. USAFA considers faculty members' attendance at top-tier schools both in the United States and overseas as critical in sustaining and evolving the diversity and quality of our programs.

For military faculty, the primary challenge to enrollment is the cost of tuition at both state-side and overseas universities. The Air Force Institute of Technology (AFIT) provides both administrative oversight and financial responsibility to sustain our faculty education programs both in-residence at Wright Patterson AFB and at civilian universities. When appropriate, we send faculty members in-residence to AFIT. When the required program is not offered at AFIT, the individual has already received an AFIT degree at the Masters level, or when diversity is needed among a particular program's faculty, faculty are sent to a large number of universities throughout the U.S. and overseas. Faculty are currently attending four overseas universities: Oxford, Cambridge, and Surrey in England, as well as Delft University of Technology in the Netherlands. Tuition costs currently range from \$17,000 to \$28,000 per year for these overseas universities. In the United States, the tuition can approach \$40,000 per year for top tier schools. At the same time, AFIT is only budgeted at \$19,000 per year per student. While many excellent schools have tuitions that fit this requirement, many schools do not, including most private universities. The result has been to limit our faculty to those state-side schools with lower tuitions unless the faculty member can obtain merit based supplemental scholarship money from the university they wish to attend. In today's environment, those opportunities are limited. With few exceptions, most of our faculty attend AFIT in-residence or attend state universities. For the three universities in England, our faculty members are normally able to attend with tuition scholarships through long-standing relationships with the schools and various research programs. In the case of Delft, we have a relationship that allows us to send a faculty member to a PhD program free of tuition.

With regard to civilian faculty members, there are no significant impediments to sending faculty members to either top tier U.S. institutions or to foreign universities in a TDY status for a relatively short period of time. With regard to sending faculty members to either top tier U.S. institutions or to foreign universities for an extended period of time (a semester or an academic year), one impediment is insufficient funding. Currently, we cannot reimburse faculty members for moving costs to and from their temporary locations. While some external funding assistance in the form of grants or scholarships helps, the only plausible long-term solution is dedicated funding for Leaves for Professional Development.

Dr. SNYDER. It has been asserted that institutional efforts to generate more diversity in the student body and to recruit top athletes have had a negative impact on classroom dynamics and the quality of students and graduates. How do you respond to those assertions?

General BORN. Research shows that diversity (structural diversity complemented by interaction and classroom diversity) produces significant benefits for both minority and majority students alike. Increased diversity in the classroom not only enriches the learning environment for all students, but it promotes greater understanding, interaction, and acceptance across other institutional settings and beyond. As noted by Scott and Cooney (2004), "significant diversity among students on a campus can challenge racial, ethnic, gender, religious and regional stereotypes, promote intergroup respect and willingness to embrace differences, increase feelings of belongingness among minority students, and in the words of Supreme Court Justice Lewis Powell, 'create robust marketplaces of ideas' that enhance the intellectual experiences of all students. Further, researchers have found that many benefits of diversity accrued in one's college years have significant carry-over in later years."

The Air Force definition of diversity is a composite of individual characteristics that includes personal life experiences (including having overcome adversity by personal efforts), geographic background (e.g., region, rural, suburban, urban), socio-

economic background, cultural knowledge, educational background (including academic excellence, and whether an individual would be a first generation college student), work background (including prior enlisted service), language abilities (with particular emphasis on languages of strategic importance to the Air Force), physical abilities (including athletic prowess), philosophical/spiritual perspectives, age (cadet applicants must be within statutory parameters for academy attendance), race, ethnicity and gender.

Our focus on increasing cadet diversity has resulted in higher-quality students. The USAFA Class of 2013 has the highest average SAT composite and tied for the highest average ACT composite in USAFA history. Their average weighted high school grade point average was 3.86, and 76 percent of them were in the top fifth of their graduating high school class. In addition to record academic scores, their character and leadership indices were both the highest on record since Admissions began using the current holistic review process. Finally, the pool of applicants was larger than it has been in the past five years realizing an 11 percent increase over the previous year, while the number of qualified candidates also experienced the highest one year increase on record.

Not only has the quality jumped, but the USAFA Class of 2013 is also by far one of our most structurally diverse ever. We received the highest number of African American, Hispanic, and Asian Pacific Islander applications and the third highest number of female applications. This class yielded the highest number of qualified Hispanic candidates and the third highest number of qualified female candidates. Hispanic candidates accepted the highest number of appointments in USAFA history, while minorities overall, as well as females, accepted the second highest number of appointments ever. The Class of 2013 also produced the highest number of qualified African American candidates and African American appointments offered, while tying the highest number of African American appointments accepted, all in the last 17 years.

The efficacy of the outstanding programs, curricula, and environment at the Air Force Academy is borne out by the graduation statistics for diverse and majority cadets. As an example, the chart below indicates that African American and Hispanic cadets graduate at nearly identical rates as majority cadets and that all three categories graduate well above the national average for undergraduate students.

### Air Force Academy Minority Graduation Rates

	2 yr Avg*	5 yr Avg	10 yr Avg	Nation-Wide Avg**
African Americans	75.8%	73.8%	73.8%	40%
Hispanic	73.3%	72.3%	72.9%	43%
Majority	76.0%	74.7%	75.2%	56.1%***

\*After implementation of Air Force Academy Diversity Plan

\*\*From the article from the *Diverse Issues in Higher Education* magazine dated 9 Jun 09, by Michelle J. Nealy

\*\*\*Data from 2007 US. Average from NCHEMS Information Center for Higher Education Policymaking and Analysis website

Increased diversity not only enriches the USAFA educational and training experience but also enhances Air Force capabilities and warfighting skills. Our graduates will serve as leaders of an Air Force already composed of people from widely diverse backgrounds and experiences and projected to become even more diverse. This diversity is one of our greatest strengths and optimizing the effectiveness of that strength is our leadership challenge. The Air Force must also be prepared to respond to a variety of threats throughout the world, so Airmen must be able to fight effectively in this dynamic global environment and successfully work with, or fight against, military forces and people of differing cultures and views. Our approach therefore must go beyond recruiting and accessions to encompass retention, leadership development and accountability.

To this end, the Air Force Academy is a leadership laboratory where cadets develop leadership abilities through demonstrated performance. They are organized in a structure similar to the Air Force itself, and progress through cadet ranks and positions that allow them to exercise leadership skills at progressively more challenging levels. This provides exceptional opportunities to learn and these opportunities are best realized when the cadet cadre itself is widely diverse. Only in such an

amalgamated environment can cadets learn to bring out the best in each individual regardless of his or her background, and achieve organizational effectiveness by combining the individual strengths and perspectives each person brings to the organization. Correspondingly, we conclude that recruiting, retaining, developing and graduating a diverse cadet corps is as important for Air Force leadership training as it is for the quality of academic education.

Dr. SNYDER. Does the USAFA receive funding for the purpose of promoting diversity? If so, how is this funding utilized?

General BORN. Prior to FY10, there has been no specific budget line item programmed into USAFA's baseline for Diversity Recruiting/Outreach.

- In FY08, USAFA/RR committed \$166K of its O&M toward Diversity Recruiting and received an additional \$180K from the USAFA/CC and \$15K from USAFA/FM for a total FY08 program of \$316K.
- In FY09, USAFA/RR committed \$214K of its O&M toward Diversity Recruiting and received \$250K from the USAFA/CC, \$440K via congressional insert from CM Becerra, and an additional \$180K from the USAFA/CC for Leaders Encouraging Airmen Development (LEAD), Diversity Affairs Coordinators (DAC), and Diversity Visitation Program (DVP) for a total FY09 program of \$1.084M.
- For FY10, Air Force Corporate Structure added \$250K to the USAFA baseline specifically for Diversity Recruiting. USAFA/RR is committing an additional \$388K for a total program of \$638K.
  - USAFA Diversity Recruiting/Outreach FY10 O&M Requirement = \$1.597M
  - USAFA Diversity Recruiting/Outreach FY10 O&M Shortfall = \$959K

Currently, Congress is deliberating through the FY10 authorization and appropriations acts a USAFA request for \$1.7M to support the USAFA diversity program in FY10.

This response does not address the USAFA Diversity Retention requirement (\$1.655M) or Diversity Program Civilian Pay requirement (\$2.9M) identified in the 2009 USAFA Diversity Plan. The additional USAFA Diversity Plan requirements will be addressed in the FY12–17 Program Objective Memorandum (POM) process.

Dr. SNYDER. What are the current retention figures for USAFA graduates among active duty Air Force personnel at the five and fifteen year milestones?

General BORN. AFPC provided the attached document (below) to answer similar Congressional inquiries.

AFPC data shows the following USAFA graduate retention for line officers:

5-year point: 79.6%  
15-year point: 37.9%

Additional questions regarding active duty retention data (including USAFA graduate) can be directed to HQ AFPC/CCX Workflow [AFPC.Workflow@RANDOLPH.AF.MIL](mailto:AFPC.Workflow@RANDOLPH.AF.MIL) DSN 665–4606 Comm (210) 565–4606.

Dr. SNYDER. Please provide a comprehensive list with the numbers of all outside scholarships awarded to USAFA graduates over the past five years, together with a brief description of each.

General BORN. The answer is in two parts:

- I. description of the outside scholarships awarded
- II. summary of the scholarships by year.

I. Description of outside Scholarships awarded to cadets, 2005 through 2009.

a. California Institute of Technology. Two-year program of study leading to an MS degree in Physics.

b. Eisenhower Center for Space and Defense Studies Scholarship. A 12-month or 24-month master's degree program in either Political Science or Engineering.

c. East-West Center Scholarship at the University of Hawaii. Two-year program of study leading to a master's degree. It can be either an MA or MS, depending on the program of study—see list of programs available below. Language proficiency in one of the Pacific Rim languages is required (primarily Chinese and Japanese).

1. Program for Cultural Studies: This program deals with historical and social aspects of Asia and the Pacific. It applies to those specializing in the Humanities and Behavioral Science.
2. Program for Environment: Concentrates on environmental and developmental aspects of Asia and the Pacific. Environmental Engineers and Management majors should consider this area.

3. Program for International Economics and Politics: Appropriate for Political Science, Economics and Management majors.

4. Resource Programs: Focuses on development, extraction, and efficient use of resources in the Asia and Pacific region. This is an appropriate field for Engineering majors.

d. Fulbright Scholarship. International program for a 10-month stay in a foreign country to learn about the culture and improve language proficiency. Open to all disciplines but requires language proficiency in the language of the country for which one applies. This is not a degree-scholarship program, although some Fulbright Scholars have obtained degrees in Canada, India and the UK. The purpose of the Fulbright scholarship is to increase mutual understanding between the people of the United States and other countries through the exchange of persons, knowledge, and skills.

e. Gates-Cambridge Scholarship. Open to all disciplines. Two-year scholarship at Cambridge University leading to either an MSc (Research Master degree usually in the sciences) or an MPhil (Master of Philosophy) degree. A three-year version is offered which will lead to a doctorate (DPhil).

f. Hertz Scholarship. The Hertz Scholarship is considered by many to be the top U.S. scholarship for the U.S. citizens who intend to make their skills and abilities available for the defense of the United States in times of national emergency. Primary fields of study are in the Applied Physical Sciences construed in a broad sense—Physics, Chemistry, Mathematics, and Engineering Sciences. Scholarship is tenable at any one of the 43 top engineering and basic sciences institutions in the United States

g. Alberta Bart Holaday Scholarship. Two-year program of study at Exeter College, Oxford University, UK. This scholarship is open to all majors and leads to a master's degree.

h. JFK Presidential Scholarship @ Harvard University. Two-year program of study at Harvard University, the John F. Kennedy School of Government, leading to a Master's of Public Policy with choice of a Policy Area of Concentration. This program is open to all majors.

i. Marshall Scholarship. Open to U.S. citizens under 26 years of age on October 1 of the year in which the award will be taken up. Must be a graduate or a graduating senior of an accredited U.S. college or university, with a minimum grade point average of 3.7 for the final three undergraduate years. Open to all disciplines for a two-year scholarship at any college or university in the UK leading to either an MSc (Research Master degree usually in the sciences) or an MPhil (Master of Philosophy) degree. A three-year version is offered leading to a doctorate (DPhil).

j. Massachusetts Institute of Technology Scholarship (MIT). Two-year scholarship open to students admitted to research degree programs at MIT. This includes many technical areas, including but not limited to the following: aeronautical engineering and astronautical engineering (mostly instrumentation, control, and estimation), mechanical engineering, materials science, electrical engineering, and computer science. Scholarships are awarded by the department, Charles Stark Draper Laboratory, or MIT Lincoln Laboratory.

k. National Science Foundation (NSF) Scholarship. Two-year scholarship only available to persons who (a) are citizens or nationals of the United States (or will be by the time of the application), (b) have demonstrated ability and special aptitude for advanced training in the sciences, (c) have been admitted to graduate status by the institution they select or will have been so admitted prior to beginning their fellowship tenures, and (d) have not completed more than one year of full-time or part-time graduate study. Scholarships awarded primarily to Mathematical, Physical, Biological, Behavioral Sciences, Social Sciences, Engineering, History of Philosophy, and History of Science.

l. Superintendent's RAND PhD Scholarship. Open to all majors, but candidates must have a strong analytical background. This three-year program of study leads to a doctorate in Policy Analysis. This is an interdisciplinary program combining analytical rigor with practical experience in some of the world's most challenging problem areas: security, health, justice, education, and poverty.

m. Rhodes Scholarship. One- or two-year program of study at Oxford University, UK. It is open to all disciplines. Must be a United States citizen with at least five years domicile, between the ages of 18 and 24 at the time of scholarship application, have at least junior standing at a recognized college or university, and receive official endorsement of the college or university. Quality of both character and intellect is the most important requirement for a Rhodes Scholarship, which the Rhodes

Scholarship Committee seeks to ascertain. The commonly held opinion is that the Rhodes Scholarship is the most prestigious scholarship in the world. They select only 32 scholars per year.

n. Rice University Scholarship. This two-year program of study is open to all qualified Aeronautical Engineering, Astronautical Engineering, Mechanical Engineering, Computer Science, Mathematical Sciences, Operations Research, and Physics students. Many technical areas, including: Guidance, Navigation, Control Automation, Electrical Engineering, and Computing Technology. Degree program leads to an MS in engineering.

o. Harry S. Truman Scholarship. This junior year scholarship awards \$30,000 for graduate study. It is open to all disciplines with a focus on service and leadership.

p. University of Colorado Scholarship. 18-month program leading to an MS in Engineering.

q. University of Maryland Scholarship. Two-year interdisciplinary program open to all majors. An important selection criterion is a continuing interest in public problems and service in the public sector. This program awards a Master's in Public Policy.

r. University of Washington Aero-Astro Fellowship. The fellowships are open to all qualified Aero-Astro Engineering students for an 18-month program of study leading an MS in Engineering.

s. Virginia Polytechnic Institute and State University Scholarship. 12-month or 18-month program of study is open to all qualified Aeronautical Engineering, Astronautical Engineering, Mechanical Engineering, Computer Science, Mathematical Sciences, Operations Research, and Physics students. Program leads to an MS degree in the discipline studied.

## II. OUTSIDE SCHOLARSHIPS AWARDED—2005 TO 2009

Program	Scholarship/School	2005	2006	2007	2008	2009	2005 through 2009
<b>a</b>	California Institute of Technology	—	—	—	—	1	<b>1</b>
<b>b</b>	Center for Space and Defense Studies Scholarship	—	—	2	—	2	<b>4</b>
<b>c</b>	East-West Center Scholarship at the University of Hawaii	1	—	1	—	1 (declined)	<b>3</b>
<b>d</b>	Fulbright Scholarship	1	—	2	—	2 (declined)	<b>5</b>
<b>e</b>	Gates-Cambridge University Scholarship+	—	—	—	—	1	<b>1</b>
<b>f</b>	Hertz Scholarship	—	—	—	1	—	<b>1</b>
<b>g</b>	Alberta Bart Holaday Scholarship	1	1	1	1	1	<b>5</b>
<b>h</b>	JFK Presidential Scholarship @ Harvard University	5	4	5	4	5	<b>23</b>
<b>i</b>	Marshall Scholarship	—	—	1	—	1	<b>2</b>
<b>j</b>	Massachusetts Institute of Technology Scholarship (Departmental,/Draper/or Lincoln Laboratory)	7	9	7	12	5	<b>40</b>
<b>k</b>	National Science Foundation (NSF) Scholarship	—	—	1 (deferred)	—	1 (deferred)	<b>2</b>
<b>l</b>	Superintendent's RAND PhD Scholarship	1	2	4	3	4	<b>14</b>
<b>m</b>	Rhodes Scholarship	—	—	1	1	—	<b>27</b>

## II. OUTSIDE SCHOLARSHIPS AWARDED—2005 TO 2009

Program	Scholarship/School	2005	2006	2007	2008	2009	2005 through 2009
<b>n</b>	Rice University Scholarship (Departmental or Draper Laboratory)	2	4	6	7	8	2
<b>o</b>	Truman Scholarship	1	1	1	—	1	4
<b>p</b>	University of Colorado Scholarship	—	—	—	—	5	5
<b>q</b>	University of Maryland Scholarship	4	3	4	4	4	19
<b>r</b>	University of Washington Scholarship	2	1	1	3	1	8
<b>s</b>	Virginia Polytechnic Institute and State University Scholarship	—	—	—	1	—	1
<b>TOTALS</b>		<b>25</b>	<b>25</b>	<b>37</b>	<b>37</b>	<b>43</b>	<b>167</b>

Dr. SNYDER. Please explain in detail the difference between the USAFA's "Learning Focused Environment" and the environment which preceded it at the USAFA.

General BORN. While relatively recent, USAFA's learning-focused environment has both paralleled and been reinforced by new directions in education and training in the broader Air Force as well as in higher education. The broader Air Force recently has adopted a "Continuum of Learning" that looks at the progressive development of a specified set of key competencies over the entire course of a career. In this view, any given competency is developed in deeper and broader ways so that its expression later in one's career is appropriate to the nature of responsibilities and challenges often faced by more senior personnel. The key idea underlying the Continuum of Learning is precisely that: learning must continue throughout one's career, and that it is each individual service member's responsibility to be committed to and able to continue that process of lifelong learning. The real essence of education and training, then, is not just mastery of any given body of knowledge and skills but even more fundamentally commitment to a skilled process of continuous learning.

Over the past decade or so, both USAFA and the broader higher education community have embarked on a cultural shift, from an "instruction-centered paradigm" to a newer "learning-centered paradigm" (Barr & Tagg, 1995; Huba & Freed, 2000; Tagg, 2003). According to the instruction-centered paradigm, the professor's primary task was to deliver instruction—to transmit his or her knowledge of a particular subject to students. This paradigm has at least two limitations. First, even if a professor is great at "delivering instruction," there is no guarantee that his or her students are learning. When it comes to facilitating learning, educational research is very clear that faculty need to take into account that students are active constructors, discoverers, and transformers of knowledge and not just vessels to be filled with content. (e.g., Campbell and Smith, 1997; Hake, 1998; for a more comprehensive discussion, see Bok, 2006).

The second problem with the instruction-centered paradigm emerges from patterns that are becoming apparent in our current information age. For example, the volume of readily available knowledge is growing exponentially. What is "known" today is likely to be very different from what is "known" even a few years from now. Furthermore, modern technology (e.g. internet, PDAs, cell phones) is making the information that is known increasingly easy to access. Therefore, while our classes must still build on foundational knowledge, it is clear that they needn't be solely dedicated to the acquisition of the current state of available knowledge.

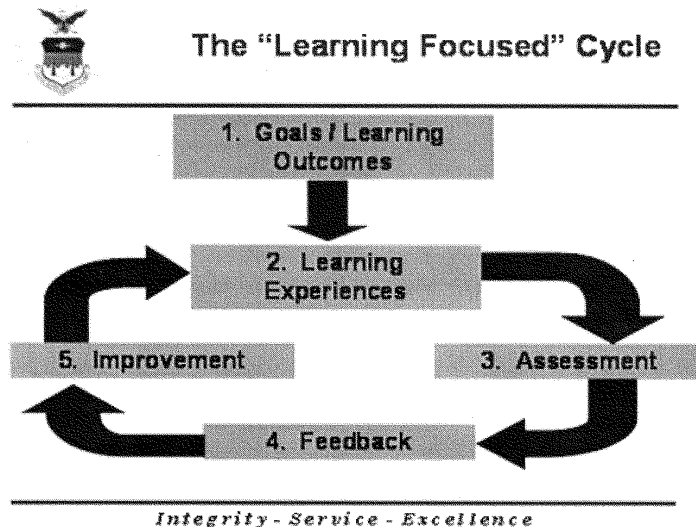
Because of the problems inherent in the instruction-centered paradigm, the higher education community is shifting its focus more specifically on learning. Colleges and universities are placing much greater emphasis on the learning outcomes that are essential for 21st century students to achieve, and then creating environments where that essential learning can take place. What the faculty member does in class is still important, of course. However, the faculty's principal task is creating environments where student learning is most likely to occur. Furthermore, the faculty member's goals haven't been accomplished unless students have learned what we

wanted them to learn. (As Biggs (1999, p. 63) points out, it should no longer be possible to say, "I taught them, but they didn't learn.")

This is not to suggest that the USAFA faculty members are *solely* responsible for cadets' learning—obviously, the cadets play a pivotal role as well. To be successful, the faculty and cadets will work together as an effective team. The faculty will use their experience and expertise to create effective learning environments, and the cadets will apply themselves and their past experiences to the task of learning. This collaborative relationship exemplifies how we accomplish "Excellence in All We Do" within DF.

The shift to an approach that is explicitly focused on learning is perfectly consistent with the demands of the Academy's external stakeholders. For example, one of our Air Force's new core competencies is "Developing Airmen." This overt Air Force level focus compels us to create environments where our personnel (to include cadets) can develop the knowledge, skills, and responsibilities needed by members of our 21st century Air Force. As another example, the Higher Learning Commission of the North Central Association (USAFA's accrediting agency) recently adopted new accreditation criteria demanding that we clearly articulate our learning goals, create systems that allow that learning to take place, and then assess the extent to which those learning goals are met. This is an inherently learning-focused approach to educational quality.

Here at USAFA, we have embraced a learning-focused approach to our education and training programs to help achieve the USAFA Outcomes. When considering a lesson, a course or even the curriculum as a whole, the practitioner needs to ask, "what is it that I hope a cadet will get from this experience (lesson, course, 4-year education) when it is over." Notice, then, that our lessons, courses, and curricula need to be designed with the desired end-point in mind. Fink (2003) calls this "backwards design," and it is the basis for the Learning Focused Cycle, shown below.



The steps of this model can be outlined as follows:

- 1. Choosing appropriate learning goals/outcomes that we want cadets to achieve.**
  - This step is absolutely critical, as it lays the foundation for the remainder of the model. Faculty ask themselves "What combination of knowledge, skills, and responsibilities do we want cadets to learn from this lesson/course?"
- 2. Creating learning experiences for cadets that will help them best accomplish those learning outcomes.**
  - Notice that the focus is not on the teacher's classroom experience, but on the cadets' learning experience. What the cadets learn is what is most important!
  - The learning experience may be accomplished outside of class time or during class time.

- Notice also the inclusion of the word “best”—educational research has much to say about how to best facilitate student learning. The learning experiences we plan for cadets should incorporate what we know about student learning as much as possible.
  - For example, research shows that students remember more presented material, and are better able to use it, when they actively engage with the content, rather than when they are more passive. Thus, it is important to design learning experiences that take advantage of this.
- 3. Assessing the degree to which cadets are accomplishing the learning outcomes.**
- Cadets’ learning increases when they know what they are setting out to learn, know the standards they must meet, and have a way of seeing what they have learned.
  - In order to gather information about cadet learning, cadets will need to demonstrate their learning in some way—consequently, we need to think about how cadets will display their knowledge, skills, and responsibilities.
  - Assessment occurs within the context of graded events (e.g., papers, projects, exams, etc.) but also can occur on a more frequent, informal basis during time in class.
- 4. Providing feedback—both to cadets and to faculty.**
- Cadets need to know whether or not they are successful in meeting learning goals—if they are falling short, in what areas can they improve?
  - Graded events provide one avenue for providing cadets with feedback. However, notice that grades, by themselves, don’t really provide rich information about how cadets should improve.
  - Feedback is also useful to faculty members. We need to know whether cadets are successful in meeting the learning goals—if they are not successful, in what ways can we better facilitate their learning?
- 5. Using feedback to improve.**
- Improvement is the action step that results from clearly communicated and received feedback.
  - When asked how to improve their performance, many cadets say things like “I will try harder.” Unfortunately, vague action plans of this sort are rarely effective. Therefore, we encourage cadets to think of positive, specific actions they can take to improve their performance. Perhaps they can take future drafts of their papers to the Writing Center for review. Perhaps they can commit to coming in for Extra Instruction on a weekly basis to go over practice problems. The best answer will obviously depend on the discipline, the course, and the cadet involved—but “closing the loop” in some way is critical to enhanced cadet performance.
  - This is also an opportunity for faculty members to improve their own processes as well. Faculty will reflect on what positive, specific steps they can take to improve their own actions.

Dr. SNYDER. Does the USAFA have information technology challenges? If so, please describe them. Are there educational advantages or disadvantages associated with maintaining a “.edu” versus a “.mil” internet domain registration? Are there advantages or disadvantages with maintaining both domain registrations?

General BORN. Yes, USAFA does have many information technology challenges. These include the challenges of most academic institutions: keeping current with technology, providing network security, protecting privacy information, leveraging social networking, and supporting a large, highly-mobile, educational environment with dozens of research initiatives that push the envelope of network use. In addition, USAFA must deal with the challenges of providing an IT environment that satisfies both educational and military requirements. The lack of supporting AF and DoD guidance requires USAFA to create policy that governs the educational environment within a military framework. Also USAFA must support separate networks for educational and military environments that requires expertise beyond that of the standard base communications squadron.

It’s a significant advantage for USAFA to maintain an EDU domain registration. Besides identifying USAFA as an educational institution, the EDU domain allows flexibility in governance. The MIL domain is governed by DoD and AF and requires strict compliance to protect operational information. The USAFA EDU domain has a local governance process that uses the MIL rules as a starting point and allows exceptions based on operational risk management. USAFA currently has several ex-



ceptions to AF policy: approved operation of personally owned cadet computers, established internet blocking process and categories, streamlined software approval process, approved YouTube access, allowed guest access and approved opening specific ports, accepted risk for library system, and allowed HTML e-mail.

There are both advantages and disadvantages of maintaining two networks. The advantage of maintaining two domains is that we can apply the appropriate security model for each environment. We provide a tightly-controlled MIL environment for operational military use and a more flexible EDU environment for education. The disadvantage is that our communications squadron must maintain both environments. The system architecture is very similar but the rules governing each environment are different. Operators must understand which network they are working on.

Dr. SNYDER. Please elaborate on how budget and manpower/billet reductions at the USMA are specifically affecting faculty staffing decisions?

General FINNEGAN. Budget reductions: Budget reductions impact West Point in two major ways—civilian personnel or program (academic or military) cuts. Since cutting manpower is not a viable alternative, we are left with reductions in the programs we offer cadets, and a shortfall in our ability to maintain military and academic equipment. We will continue to accomplish our mission, but our graduates will not have the experience that America expects West Point to produce.

Billet reductions: Reductions to the military TDA authorized strength (pending TAA reductions) will put USMA in a temporary over strength status that will preclude or prohibit recruiting to fill vacancies in specific disciplines. This factor coupled with the long lead time schooling pipeline will seriously impact the military faculty staffing operation. The military reductions (faculty) could under normal circumstances be offset by hiring civilians. However, due to the current budget constraints this course of action is not available to us.

Increased Size of the Corps Faculty: When the decision was made to increase the size of the Corps of Cadets from 4,000 to 4,400, a concept plan was submitted recommending the addition of 30 military faculty. Due to the ongoing war effort, military officers were not available and USMA was offered 26 civilian faculty in their place. Funding for these 26 faculty members has been provided on a year to year basis in the form of Global War on Terror (GWOT) dollars. To date, this increase in faculty authorization has not been officially recognized on the TDA, which leads to tremendous uncertainty in re-hiring and extending of their appointments.

The interaction of these three issues has put faculty staffing decisions in turmoil. Forced military faculty reductions which could normally be offset by hiring civilian faculty is an option that has been taken off the table. USMA needs Department of the Army to officially recognize the resource implication of the decision to increase the size of the Corps of Cadets.

Dr. SNYDER. The JCS Chairman's Officer PME Policy includes a requirement for each of the service chiefs to provide the CJCS with reports on the joint education programs at the pre-commissioning and primary levels. We want to know the significant findings and recommendations of your 2006 Report and whether you would anticipate significantly different findings and recommendations three years later?

General FINNEGAN. On 17 MAY 06, the United States Military Academy submitted its Joint Professional Military Education (JPME) Triennial Report to the Chairman of the Joint Chiefs of Staff on Pre-commissioning Education. The report's summary, submitted by Brigadier General Scaparroti, Commandant of Cadets reported:

"During the reported period [2004–2006], cadets received a minimum of 27 hours of instruction of Joint Warfare Concepts as part of their 4-year education. This reflects an increase of 5 hours of JPME instruction since the 2003 Triennial Report. JPME requirements are embedded when appropriated in both the Academic and Military Programs. I believe USMA currently meets or exceeds the requirements established in CJCSI 1800.01C both in letter and intent."

That remains true today. While the Academic and Military Programs are constantly updating their curriculums, the task to provide quality joint instruction will not change. Of note, within the Military Program, most of the Military Science joint instruction has transitioned to other core courses as the fourth year course, MS403, was replaced with a multi-disciplined capstone course on Officership, MX400. Currently, there is a significantly greater emphasis on Joint, Interagency, Intergovernmental, and Multinational instruction as it relates to contemporary operations. We are specifically focusing on practical junior-officer-level joint operations (we ran two demonstration JAAT missions this past summer for first class cadets) and on working with governmental agencies, local leaders, and international agencies (in classrooms and during field training).

Dr. SNYDER. Chairman Skelton is persuaded that the historical case study is a particularly good way to teach both history and strategy. Do you use the case study method, and if so, to what ends?

General FINNEGAN. West Point uses historical case studies in many of its courses, some of which apply directly or indirectly to the process of developing strategy.

In general, history is an excellent tool for teaching strategy. Among its many virtues, history enables students to understand and appreciate the complexity of the human experience. It helps put human activities and ideas in context, avoid false analogies, lend a sense of scope and scale, assess moral implications, anticipate unintended consequences, and judge the feasibility and suitability of possible courses of action. These capabilities are essential for anyone whose professional responsibilities might include the formulation of strategy.

Despite these virtues, the discipline of history has limitations. Most important, history cannot predict the future, as every situation is historically unique. Consequently, the value of history lies not in divining answers (or “lessons learned”) about current or future issues, but in asking the right questions based on an understanding of the differences between one situation and another.

While historical case studies are potentially useful in all of the ways described above, students of history can easily misuse them. The distinguished military historian, Michael Howard, addressed this topic in a now famous article, “The Use and Abuse of Military History.”<sup>1</sup> Howard’s analysis focused specifically on the use of history for military officers, but it was equally applicable to the use of history to train strategists. Concerning the use of case studies, Howard argued:

Analogies with events or personalities from other epochs may be illuminating, but equally they mislead; for only certain features in situations at different epochs resemble one another, and what is valid in one situation may, because of entirely altered circumstances, be quite untenable the next time it seems to occur. The historian must be always on the alert not to read anachronistic thoughts or motives into the past.<sup>2</sup>

His warnings notwithstanding, Howard believes that history can be useful to the military officer under three conditions. First, it must be studied in **breadth**—that is, the officer “must observe the way in which warfare has developed over a long historical period. Only by seeing what does change can one deduce what does not.”<sup>3</sup> Second, the officer must study in **depth**, drawing “not simply from official histories but from memoirs, letters, diaries, even imaginative literature.” The officer must “get behind the order subsequently imposed by the historian and recreate by detailed study the omnipresence of chaos.”<sup>4</sup> Finally, the strategist must study in **context** because wars “are not like games of chess or football matches, conducted in total detachment of their environment according to strictly defined rules. . . . The roots of victory and defeat often have to be sought far from the battlefield, in political, social, and economic factors.”<sup>5</sup>

Historical case studies are closely associated with the second of Howard’s three conditions for using history. They allow the student to examine a discrete event, such as a campaign or battle, in great depth and to compare the competing interpretations of eyewitnesses, historians, journalists, and others. This process helps the student form a personal interpretation that is, ideally, as close as possible to the absolute truth of what happened. Armed with such insights, the student is then able to ask informed questions about analogous situations in the present or future and to develop sound solutions.

Students who honor the first and third of Howard’s three conditions—breadth and context—can use historical case studies to meet the second condition, depth. Admittedly, meeting Howard’s three conditions can be difficult, especially in a culture like ours that is largely dismissive of history. It is by no means impossible, however, and students in some institutions are better equipped for it than those in others.

The United States Military Academy, perhaps more than any other undergraduate institution, strives to meet Howard’s three conditions for the use of history. Every first-year cadet must take a two-semester sequence of either United States history or world regional history.<sup>6</sup> Similarly, all senior cadets must take a

<sup>1</sup>Michael Howard, “The Use and Abuse of Military History,” *Journal of the Royal United Service Institute*, No. 107 (February 1962): 4–8; reprinted in *Parameters* 11 (March 1981): 9–14.

<sup>2</sup>Ibid., 191.

<sup>3</sup>Ibid., 195–6.

<sup>4</sup>Ibid., 196.

<sup>5</sup>Ibid., 196–7.

<sup>6</sup>The Department of History assigns cadets to either U.S. or world regional history depending on their educational experience in high school or college. For example, a cadet who had a strong background in U.S. history in high school would be enrolled in world regional history.

two-semester sequence of military history, which examines many historical cases of the formulation and execution of strategy. Very few other colleges in the nation require their students to take four history courses; fewer still require those courses to be broad and sequential; and virtually none requires a year of military history. With two full years of history under their belts, cadets have reasonably broad exposure to history (condition #1) and are more able than most college students to study events in historical context (condition #3).

Cadets who major in history—about 8 percent of each graduating class—take between twelve and fourteen history courses (including the four required courses mentioned above) and thus receive an immersion in the discipline of history. In most history elective courses, the syllabus requires cadets to study a particular topic (country, region, idea, war, culture) in depth; hence, one might characterize such courses as semester-long historical case studies. An example of such a course is *War and Its Theorists* (HI385), which exposes cadets to the ideas of Sun Tzu, Clausewitz, Mahan, Douhet, and many other theorists whose ideas have greatly influenced the formulation of strategy. Other history courses hone more closely to the typical case study. For example, the *History of Unconventional Warfare* (HI381) requires cadets to study military operations in the Philippines, Northern Ireland, Algeria, and Vietnam. Another elective course, *Strategy, Policy, and Generalship* (HI358), uses case studies to examine how political and military leaders develop and execute policy and strategy. With a wide variety of courses available, cadet history majors have the opportunity to study in breadth, depth, and context.

Many non-history courses at West Point also use historical case studies to good effect. Most of those courses reside in the Department of Social Studies, where instructors routinely use case studies to analyze issues dealing with economics, national security, international relations, and American politics. Among the many social science courses using historical case studies are *Economics* (SS201), *American Politics*, (SS202), *International Relations* (SS307), *Politics and Government of Europe* (SS377), *Legislative Politics* (SS379), *American Civil-Military Relations* (SS472), *American Foreign Policy* (SS473), *Economics of National Security* (SS477), and *International Security Seminar* (SS486). Case studies also are common in the Department of Law, which teaches required and elective courses in constitutional law, military law, and the law of land warfare. Examples of law courses using historical case studies are *Constitutional and Military Law* (LW403) and *Law of War* (LW474).

Regardless of their academic majors, cadets take a robust history curriculum and apply it in many other courses, both required and elective. Some of the courses relate directly to the formulation of national or military strategy. Even those that do not, however, still develop in cadets the intellectual habits that promote strategic thinking.

Dr. SNYDER. Why do the Service Academies only award Bachelor of Science degrees? What would be the professional effect of offering Bachelor of Arts degrees in certain academic disciplines? What would be the professional effect of offering alternate tracks within Bachelor of Science programs that would be heavier on humanities and social science requirements?

General FINNEGAN. The Service Academies, particularly USMA, only award the Bachelor of Science (BS) degree because of an existing DoD and/or Congressional mandate that requires USMA to award a BS degree to all graduates.

The Military Academy could offer Bachelor of Arts (BA) degrees in many of its 45 majors. The NY State Education Department, which regulates the SUNY colleges and universities, places more stringent and directed requirements on the awarding of BA degrees based on the number of courses completed with liberal arts content (source: Regent's Rule 3.47(c)). Accordingly, colleges and universities within the SUNY system may confer BA degrees to students who complete a minimum of 120 semester credit hours with at least 90 credit hours being drawn from courses aligned with liberal arts content, including mathematics, science, humanities, social and behavioral sciences. By contrast, the Bachelor of Science (BS) degree requires the completion of 60 credit hours of liberal arts content while other undergraduate baccalaureate degrees (BFA, B.Tech, BBA, etc.) require 30 credit hours of liberal arts content. Engineering, management, marketing, finance, and other specialized professional courses are not considered to be within the definition of liberal arts.

West Point requires cadets to complete a core academic curriculum of 96 credit hours in 30 courses. All but 10 of these 90 credit hours meet the definition of courses with liberal arts content. Thus, all cadets who complete a non-engineering major would earn 86 credit hours from the core curriculum and at least 30 additional credit hours from courses with liberal arts content through the completion of a major; these 116 credit hours are sufficient to award cadets a BA degree. In total,

approximately 65 percent of the degrees conferred to a particular class of cadets could be BA degrees based on the SUNY classification.

The professional effect of offering a BA degree to cadets completing a major in fields associated with the humanities and the social and behavioral sciences would likely be minute. Such a practice would be consistent with higher educational practices but is unlikely to negatively impact cadets' opportunities to pursue higher educational degrees in these fields.

Dr. SNYDER. How many engineering majors does your institution try to graduate each year? On what professional demands are these goals predicated? Generally speaking, does the amount of time needed to provide each cadet with a knowledge base in engineering allow the latitude to balance academic pursuits with respect to the hard sciences, social sciences, communications skills, military studies, and the humanities, especially history, as they relate to a foundation in strategy?

General FINNEGAN. An MOA signed between the Superintendent, USMA and the CSA in 2008 encourages USMA to confer approximately 50 percent of the degrees conferred for a graduating class, plus or minus five percent, in the fields of mathematics, science, and technology. Approximately 70 percent of all MSE majors, and 35 percent overall, receive degrees in one of ten engineering majors. This MOA was placed in effect to reflect the anticipated needs of the Army. The programs in Civil Engineering, Computer Science, Electrical Engineering, Engineering Management, Environmental Engineering, Information Technology, Mechanical Engineering, Nuclear Engineering, and Systems Engineering are accredited by ABET Inc.

While these engineering programs meet the standards established by the profession for which they prepare cadets, all graduates, regardless of major, must meet the standards of the USMA core curriculum, which is tantamount to a professional major. The academic goals of mathematics and science, engineering and technology, information technology, cultural perspective, historical perspective, understanding human behavior, communication, creativity, moral awareness, and continued intellectual development are met through 30 core courses, 26 of which are taken in common by all graduates. The rationale, learning model and outcomes for each of these goals are described in the publication "Educating Future Army Officers for a Changing World."

Dr. SNYDER. To what extent is the USMA's engineering-based curriculum preparing cadets to become effective officers on the ground in Iraq, Afghanistan, and elsewhere?

General FINNEGAN. Regardless of whether a cadet pursues a major in an engineering or humanities and social sciences field, the core curriculum and attendant academic goals are designed to produce officers prepared for the uncertainties they will likely face throughout their professional career as Army officers. These challenges include the changing overall strategic goals of the Army and the operations they are required to execute. The most notable change in preparation of officers has occurred as the range of non-traditional military mission such as peacekeeping, stability and support operations has increased. The rise of regional, ethnic and religious conflicts, often the result of millennial long struggles or environmental pressures have become factors necessitating these strategic accommodations. Additionally, many officers are engaged in project management work with developmental or humanitarian projects (water, sewer, roads, etc).

Our core curriculum is focused on preparing our graduates for the uncertainties of a changing political, technological social and economic world. In particular, over the past decade we have modified our core curriculum to integrate the development of cultural understanding throughout the curriculum, highlighted by the cultural awareness academic goal to "draw from an appreciation of culture of understand in a global context human behavior, achievement and ideas." Graduates of USMA are well-rounded and able to operate in a region burdened by cultural and historical animosities. Feedback from former battalion commanders at the AWC and field commanders during LTG Hagenbeck's June 2009 visit to Iraq suggest that graduates are excelling in the varied and diverse tasks assigned to them. Many praise the quality of education the graduates received and West Point's preparation of junior officers.

We have established a curriculum that prepares cadets to recognize and understand the components of a culture necessary for operating successfully in Iran, Afghanistan, or any unexpected environment, with military or humanitarian mission objectives. Cadets develop an understanding of how beliefs, religion, norms, values, family and social relationships bind and influence behavior and interactions of a cultural group. This cultural understanding is developed through elements of several core courses as well as through extracurricular activities such as visiting professors and students, and international experiences in a semester long or summer training. Within the curriculum cadets study cultural components in different cultural set-

tings, examine historical and political events from various cultural perspectives, and develop an understanding of at least one foreign language. Cadets in a humanities or social science major receive two additional semesters of a foreign language, and have the opportunity to have coordinated history and foreign language courses organized around a relate area study. All cadets, regardless of major, have a capstone experience that requires them to combine the core curriculum and their major area in a project that demonstrates their ability to “anticipate and respond effectively to the uncertainties of a changing technological, social, political and economic world.”

Dr. SNYDER. At the USMA, we know that the “cadet experience” is a combination of academic and professional development curriculum, leadership opportunities, summer training and travel, competitive athletics, etc. How do you factor Service, JCS and DOD requirements into the overall pre-commissioning experience?

General FINNEGAN. While the Academic and Military Programs are constantly updating their curriculums, the task to provide quality joint instruction will not change. Of note, within the Military Program, most of the Military Science joint instruction has transitioned to other core courses as the fourth year course, MS403, was replaced with a multi-disciplined capstone course on Officership, MX400. Currently, there is a significantly greater emphasis on Joint, Interagency, Intergovernmental, and Multinational instruction as it relates to contemporary operations. We are specifically focusing on practical junior-officer-level joint operations (we ran two demonstration JAAT missions this past summer for first class cadets) and on working with governmental agencies, local leaders, and international agencies (in classrooms and during field training).

Dr. SNYDER. How frequently are major reviews of the core curriculum conducted? What is the process for review and for the implementation of any recommended adjustments?

General FINNEGAN. The curriculum is reviewed on a yearly cycle by the West Point Curriculum Committee. Proposals for curricular change may be submitted by departments although the Dean also generates topics that he wishes to be reviewed and evaluated. In September, the Dean meets with the committee chair to provide command guidance. By late November, the departments submit their proposals to the committee. The Curriculum Committee evaluates the proposals and makes a recommendation to the General Committee in April or early May. The General Committee likewise makes a recommendation to the Dean of the Academic Board who makes a decision to include or not include it in a revision of the academic program. The revision is then staffed and submitted to the Academic Board who makes a recommendation to the Superintendent. The Superintendent ultimately decides. This decision occurs in June or July and the cycle begins anew. Major reviews of the core curriculum occur approximately every five years and follow the same process for review and implementation. The last internal review of the core curriculum occurred in 2005–2006.

Our core curriculum is reviewed externally as well. Our regional accreditation agency, Middle States, reviews our curriculum every ten years. The next review is scheduled for Sep 2009. ABET reviews our engineering and science program curricula every six years with the last review taking place in 2008. The American Council of Trustees and Alumni evaluated the core curriculum of leading educational institutions in August 2009. West Point received a grade of “A” for our core curriculum—a distinction achieved by only five institutions in the nation. Additional information can be obtained at **WhatWillTheyLearn.com**.

Dr. SNYDER. Do your military faculty members get promotions and are they selected for command? Please provide statistics for the last five years.

General FINNEGAN. Each year USMA produces a second graduating class of approx 150 faculty and staff who return to the Army with a renewed intellectual vigor. Many of which continue to excel in the Army.

- 4 of 12 Generals were faculty here.
- 10 of 54 Lt. Gens were on the faculty/staff.
- 3 of 10 Division Commanders were on the faculty/staff.

USMA rotating military faculty members are extremely competitive for promotion and selection for command particularly given the fact that they leave the operational Army anywhere from 4 to 5 years. USMA rotating military faculty members are promoted below the zone to Major at higher rates than their non-ACS peers. Selection rates for BZ to COL and Battalion Command are slightly lower their non-ACS peers.

	No ACS	Non-USMA ACS	USMA ACS	Overall
<b>BZ to Major</b>	0.0589	0.0660	0.1105	0.0633
<b>BZ to LTC</b>	0.0643	0.0801	0.0670	0.0670
<b>BZ to COL</b>	0.1330	0.1714	0.1250	0.1378
<b>DA Bn CMD Select</b>	0.4395	0.5690	0.4348	0.4463

Table 1. Selection rates for BZ Promotion and Battalion Command (*All Competitive Category Year Groups 1987 through 1992 Officers, condition on 15 years of service*).

Dr. SNYDER. Some USMA faculty reported a lack of transparent appraisal and renewal recommendation procedures. Please describe and discuss the system at your institution? What feedback have you received from civilian faculty with respect to these procedures?

General FINNEGAN. The Code of Federal Regulations, the USMA Faculty Manual and the Title 10 appraisal system are the cornerstones of these processes. Each Title 10 faculty member receives an annual appraisal. During the appraisal process the faculty are counseled on their performance and provided a clear indication as to whether or not they should anticipate re-appointment at the end of their current appointment. If substandard performance becomes an issue, the individual is counseled and a plan for corrective action is put into place. Continued counseling for substandard performance becomes the audit trail for a decision to non-reappoint.

All Title 10 faculty in the first year of their first appointment are in a probationary status. Failure to meet performance standards during the first year is grounds for non-reappointment. After the probationary year, instructors and assistant professors must be notified in a timely manner that they will not be reappointed. For associate and full professors, notification of non-reappointment must be made by June 15th of the final year of appointment. Associate and full professors who are identified for non-reappointment for adequate cause have the opportunity to request a hearing by the Review Committee.

Dr. SNYDER. Please discuss the pros and cons of the PUSMA system? Also, please discuss the effect that the PUSMA system has on the participation of civilians within the USMA's leadership structure.

General FINNEGAN. The Professors, USMA, provide long-term stability to the education programs at USMA to insure accreditation standards and continuity are maintained. As members of the Academic Board they advise the Superintendent on major policy changes, recommend separation of cadets, and authorize the awarding of diplomas. Advantages of having PUSMA officers at West Point are numerous. These accomplished leaders in their academic disciplines and military careers, provide military and academic leadership to USMA's academic departments composed of stabilized military faculty, Army, and other Service officers on a two or three year USMA assignment, and civilian faculty hired in accordance with 10 USC, and professional staff. They are highly successful and experienced military officers and are outstanding educators with doctorates in one of the academic areas offered at USMA. Stabilized military faculty members contribute to formulation of USMA's curriculum, methods of instruction, and academic standards required for graduation; establish standards within academic departments for classroom instruction; guide and mentor faculty development, professionalism, and academic accomplishment; educate, train and inspire cadets within areas of academic expertise; provide continuity to the academic program; serve as a source of experience and academic depth to the rotating and civilian faculty; participate in USMA governance by serving on bodies such as the Academic Board, Curriculum Committee, Admissions Committee, and accreditation committees; in conjunction with PUSMA department heads they select officers to be sponsored for graduate schooling prior to a teaching assignment at USMA; maintain academic currency by research, writing, and involvement with professional education or academic specialty organizations; maintain military professional currency in a variety of ways, including operational deployments with Army troop units and conducting outreach activities in support of the Army; contribute to cadet development by supporting athletic and extracurricular activities at USMA; and contribute to officer development by counseling and mentoring. The goal is to maintain a faculty, sensitive to both Army needs and academic standards, which

support the USMA mission to provide the Army with commissioned leaders of character.

The advertisement below illustrates that interested civilian faculty are eligible to apply and compete for selection as Professor, USMA. In practice, the selection of a civilian member as a PUSMA is a rare event, but this population is not excluded from the candidate pool.

The United States Military Academy seeks Professors and Deputy Heads,  
USMA; and an Academy Professor

**GENERAL QUALIFICATIONS FOR PROFESSOR AND DEPUTY**

**HEAD POSITION:** Principal responsibilities will include executing the department's vision and leading faculty and staff to enhance the quality and national stature of academic programs, leadership and governance, and the development of military and civilian faculty. Candidates should possess significant leadership experience and practical experience related to the subjects taught in the departments. Combat zone deployment experience and advanced military schooling (ILE minimum) are desirable. Candidates must have a strong commitment to the development of cadets as leaders of character. Applicants should have a record of research and publication and demonstrated excellence in education at the college level, with teaching at the USMA or a comparable college or university being highly desirable. The selection committee will evaluate breadth and depth of professional experience, leadership ability, demonstrated teaching excellence, scholarship potential, and personal attributes. Those selected for these positions may serve at the discretion of the Secretary of the Army until age 64. Upon retirement, any Professor, USMA whose service as a Professor, USMA has been long and distinguished, may, at the discretion of the President, be retired in the grade of Brigadier General.

Dr. SNYDER. To what extent may civilians from other government agencies, such as the State Department or the CIA, be detailed to the USMA faculty? How do these visiting faculty members help students better understand the perspectives of other agencies?

General FINNEGAN. Currently, one Foreign Service Officer from the State Department is assigned to the USMA faculty in the Department of Social Sciences. This is a long-standing relationship of over 40 years and has been instrumental in ensuring that both cadets and faculty understand the perspectives of other agencies.

Another longstanding relationship is with the National Security Agency. An NSA staff member has served as Fellow in the Department of Electrical Engineering and Computer Science, with some interruptions, since the 1980's. Others have served in the Department of Mathematical Sciences. The current Deputy Director of the NSA, Mr. John "Chris" Inglis, served at West Point in 1991-2. The NSA partnership has been instrumental in developing information security as a thread through the USMA curriculum. The Cyberdefense Exercise (see <http://www.nytimes.com/2009/05/11/technology/11cybergames.html>) is one of many examples of close NSA-USMA collaboration resulting from the Fellow program. These have enhanced mutual understanding between our organizations.

We have also had individuals from the CIA assigned to USMA in the past and are currently working with the Assistant Director of the CIA for Military Affairs to have a CIA official assigned to the USMA faculty again in 2010.

We think that these kind of interagency relationships are valuable both for the West Point faculty and cadets as well as the officials who are assigned. They grow personally and professionally in an academic environment, establish new bonds with military colleagues, and gain and increased understanding of military officers when they return to their parent agency.

Dr. SNYDER. How hard is it to attract top civilian faculty to the USMA? What incentives do you offer civilian faculty candidates?

General FINNEGAN. From inception of the Blend of Excellence program in 1993 to approximately 4 years ago, there was a comprehensive package of benefits designed to attract top level civilian faculty to USMA. This "package" included: (1) the opportunity to teach some of the country's most motivated students, (2) reside in an historic setting in the picturesque Hudson Valley, (3) although not provided tenure, solid performers could expect continued re-appointment, (4) a PCS relocation package, (5) a reasonable expectation of a salary step increase every other year, (6) a year long sabbatical (at the Associate Professor or Full Professor level) every six years, and (7) the opportunity for professional development leading to promotion through the faculty grades to Full Professor.

However, approximately 4 years ago, as budgetary constraints dictated many elements of this package began to erode. The every other year step increases ceased to occur in a consistent fashion. PCS relocation for newly hired faculty was limited to a select few. Opportunity for a full year sabbatical was curtailed to effectively a half year one. With the current FY10 budget forecast, salary step increases will virtually cease, PCS relocation offering for newly hired faculty will not be available and the ability to support sabbaticals is in jeopardy due to the reductions in military faculty staffing, which has increased the overall teaching load on the remaining personnel.

The recent downturn in the economy has offset some of these limitations when hiring, since the civilian faculty model normally hires at the entry end of the academic spectrum. However, the erosion of the benefit package that was in effect for the hiring of the majority of the civilian faculty that is currently here presents a serious retention problem. So far, there has not been an identifiable trend of civilian faculty departures, but everyone is keeping a keen eye on what transpires over the next year.

Dr. SNYDER. Are there any significant impediments to sending USMA faculty members, whether civilian or military, for professional or academic purposes to foreign universities? Are there any significant impediments to sending faculty members for the same reasons to top tier universities within the United States?

General FINNEGAN. There are no operational impediments to sending USMA faculty members to foreign universities. However, budgetary constraints coupled with recent military slot reductions would prohibit them at this time. Just as with foreign universities, there are no operational impediments to sending USMA faculty members to top tier U.S. universities. However, budgetary constraints coupled with recent military slot reductions would prohibit them at this time.

Dr. SNYDER. It has been asserted that institutional efforts to generate more diversity in the student body and to recruit top athletes have had a negative impact on classroom dynamics and the overall quality of students and graduates. How do you respond to those assertions?

General FINNEGAN. USMA is committed to student body diversity toward the creation of an officer corps reflective of America. Annually, the Academy establishes Class Composition Goals which inform our recruiting efforts. Our class composition goals include goals for leaders, scholars, as well as demographic groups and are generated based upon the projected composition of the Army officer corps. A constraint in pursuing these goals is the societal trend of academic preparation of minorities. For example, of the 160,000 African-Americans taking the SAT in 2007, 73% scored less than 1,000 combined. Therefore, USMA carefully balances academic preparation risk with assisting the Army in creating a diverse officer corps.

Each candidate is evaluated on the merits of his or her complete file. Only qualified candidates are admitted to USMA as cadets in accordance with the Academic Board decisions. The Academy's admissions goal is to "enroll annually a diverse, high-caliber class that meets the needs of the Military Academy and the Army, and whose members have the potential for success at the Academy and long-term service in the Army."

Considering diversity, one must note that Henry O. Flipper was the first African American admitted to USMA in 1873 and the first to graduate, in 1877. Since that time, USMA has continued to recruit minority candidates for the Corps of Cadets. The purpose of the Academic Board Class Composition goals has been to create a Corps of Cadets which reflects the diversity of the Officer Corps. These minority Class Composition categories include African Americans (8-12%), Hispanics (7-9%), Native Americans (>1%), and Asians (4-6%). It is important to understand that these are goals and not quotas for the admissions process. We normally exceed the goals for Hispanics and Asians while not meeting the goals for African Americans and Native Americans.

Considering the recruiting of athletes, athletics has been a major part of the cadet curriculum and is one of the three major considerations for cadet standing: Academic, Military, and Physical. Army athletics has been a focus for the cadets' preparation, aptly shown in the statement by General George C Marshall during WWII, who said "I need an officer for a dangerous mission, I want a West Point Football Player." This exemplifies the spirit of athletics at USMA, where we have been playing Army football since 1890 and have been recruiting football players and other varsity athletes since the early 1900's. Additionally, the Class Composition Goal for athletes has decreased from the historical level of >25% to 18-21% for the past few years. In tier 1 college programs, athletics is the window through which potential candidates will view the institution and become inspired as candidates. This is an extremely important recruiting and marketing tool for the United States Military Academy and the Army.



Additionally, it should be noted that athletics is very important in achieving the minority Class Composition Goals; it is a great recruiting tool to ensure racial diversity in the Corps of Cadets and the future officer corps.

Considering the years that each of these goals has been part of the admissions program, it is hard to say that the institutional efforts have had a negative impact on the classroom environment. Graduation rate for the class in general has risen over the past 20 years from 61% in 1980 to the current graduation rate of 79% for the class of 2009. While the graduation rate for the class as a whole has trended upward, there is no consistent trend for the minorities or recruited athletes. Their graduation rate has fluctuated from 10% less than the class to 5% greater than the class.

The assertion that recruited athletes and minorities have had a negative impact on classroom dynamics and the overall quality of students and graduates is false. It would be better to state that those candidates deemed qualified who are admitted with risk can change the dynamics within a classroom. It should be noted that all risk candidates are not minorities or athletes and do include several other groups, including Congressional Principal appointees and Soldiers. The Academy understands and manages this risk in many ways. We send 246 candidates to the United States Military Academy Preparatory School for a year of study in mathematics, English, and reading and study skills prior to their admission to USMA. Additionally, we send other at risk candidates to civilian preparatory schools under the auspices of the Association of Graduates Scholarship Program. The year of remediation under either of these two programs prepares the student for qualification and admission to USMA.

There is a consideration of the intensity of the recruiting necessary due to other schools recruiting the same candidates. While the Class Composition goals have not changed much, the overall recruitment of the candidates has increased dramatically in the past few decades. This means that the Academic Board has taken additional risk on some of the candidates when they are selected for admission to USMA. The changes in the classroom have been due to individual capabilities. Even though academic risk is taken with some candidates who are strong in other areas, every admitted candidate—of whatever race or gender, varsity athlete or not—is fully qualified for entry to USMA.

	Class Year Group				
	percentage of entering class graduating				
	2005	2006	2007	2008	2009
	%	%	%	%	%
Total Class	78.7	73.2	76.6	80.7	79.5
Male	79.1	74.3	77.4	81.2	79.6
Female	76.6	67.7	71.6	78.4	79.4
Scholars	85.1	79.1	76.7	80.6	83.3
Leaders	84.3	71.4	76.4	81.9	84.2
Recruited Athletes	80.2	73.1	73.1	75.2	70.3
Caucasians	79.4	73.9	77.7	82.1	79.7
African Americans	74.5	68.5	77.8	83.1	79.1
Hispanics	74.3	62.5	69.0	77.6	85.7
Asians	83.7	82.5	77.4	74.5	82.1
USMAPS grads	71.3	64.7	76.2	80.0	78.0
RGARM	64.9	63.3	76.2	79.6	84.1
RSCOM	74.8	66.4	77.2	81.0	77.0

Table 1. USMA Graduation rates by Demographic

	Academic Year Fall Term percentage with 1 or more course failures				
	2005	2006	2007	2008	2009
	%	%	%	%	%
<b>Total Corps</b>	<b>4.1</b>	<b>4.9</b>	<b>6.0</b>	<b>3.5</b>	<b>4.3</b>
Men	3.9	4.8	5.7	3.4	4.2
Women	5.1	5.5	7.7	4.2	4.7
Scholars	1.7	1.4	2.3	0.8	2.0
Leaders	3.6	5.4	6.2	3.1	3.0
Recruited Athletes	5.5	8.7	8.2	4.9	6.4
Caucasians	3.4	3.6	4.5	2.5	3.2
African Americans	9.4	15.2	21.8	10.6	14.1
Hispanics	7.2	7.2	6.9	6.2	5.9
Asians	3.6	6.7	6.8	3.5	4.4
USMAPS grads	9.5	10.2	13.8	7.5	8.3
RGARM	3.4	6.1	7.2	3.6	5.0
RSCOM	10.9	10.2	14.1	8.1	9.1

Table 2. Fall Term Course Failures by Demographic. Note: Reserve Component (RSCOM) includes 'invitational reserves,' made up primarily of recruited athletes attending USMAPS.

	5-Year Retention			10-Year Retention		
	Classes 1998-2002			Classes 1993-1997		
	Comm	Retained	%	Comm	Retained	%
<b>Total</b>	<b>4602</b>	<b>3301</b>	<b>71.7</b>	<b>4809</b>	<b>1716</b>	<b>35.7</b>
Male	3946	2856	72.4	4458	1552	34.8
Female	656	445	67.8	351	164	46.7
Scholars	1014	718	70.8	1185	458	38.6
Leaders	1046	763	72.9	1061	387	36.5
Recruited Athletes	946	610	64.5	993	262	26.4
Caucasian	3759	2662	70.8	4040	1450	35.9
African American	294	214	72.8	288	113	39.2
Hispanic	204	151	74.0	190	79	41.6
Asian	255	206	80.8	255	96	37.6
USMAPS	627	443	70.7	656	264	40.2
RGARM	311	222	71.4	287	130	45.3
RSCOM	376	262	69.7	419	158	37.7

Table 3. 5 and 10 year Army Retention Rates by Demographic

Dr. SNYDER. Does the USMA receive funding for the purpose of promoting diversity? If so, how is this funding utilized?

General FINNEGAN. USMA does not receive direct funding for the purpose of promoting diversity, but does receive it indirectly. West Point receives funds for the Leading Diversity Office, which, on April 2nd 2007, assumed the mission of developing and implementing strategic plans for maintaining an inclusive environment throughout West Point. This office is headed by a COL, and the staff is funded with USMA appropriated funds. We also receive funds through our Directorate of Admissions, which has marketing and outreach programs that promote diversity throughout the process of recruiting and selecting candidates who will become USMA cadets and eventually officers in the U.S. Army.

Dr. SNYDER. Please provide a comprehensive list with numbers of all outside scholarships awarded to USMA graduates over the past five years, together with a brief description of each.

General FINNEGAN. West Point graduates compete in Rhodes, Marshall, Mitchell, Gates, Truman, Hertz, Rotary, East-West, Olmsted, Fulbright, National Science Foundation, and Churchill scholarship programs. Historically, USMA has competed well with top Tier I academic institutions. Over the last five years USMA graduates have received 99 academic scholarships. They have received 370 academic scholarships since the beginning of competition for these scholarships (See Table 1).

USMA Scholarship Winners								
Class Year								
Scholarship	2005	2006	2007	2008	2009	2010	Total (last 5 years)	Since competition began
Churchill Scholarship	0	0	1	0	0	0	1	1
East-West Fellowship	4	4	4	3	2	N/A	17	38
Fulbright Student Grant	2	2	2	2	0	N/A	8	8
Gates-Cambridge Scholarship	0	2	1	3	1	N/A	7	12
Marshall Scholarship	3	2	3	1	0	N/A	9	33
Mitchell Scholarship	2	0	1	0	0	N/A	3	4
National Science Foundation Graduate Fellowship	1	0	0	0	2	N/A	3	41
Olmsted Scholarship	2	2	3	5	4	1	17	93
Rhodes Scholarship	2	1	1	1	1	N/A	6	88
Rotary Ambassadorial Scholarship	1	0	1	2	8	9	21	24
Truman Scholarship	1	2	2	1	0	1	7	28
Total	18	15	19	18	18	11	99	370

N/A = Not Announced Yet

**The Rhodes Scholarships**, the oldest international fellowships, were initiated after the death of Cecil Rhodes in 1902, and bring outstanding students from many countries around the world to the University of Oxford, normally for two years.

**Marshall Scholarships** finance young Americans of high ability to study for a degree in the United Kingdom. Up to forty Scholars are selected each year to study at graduate level at an UK institution in any field of study. As future leaders, with a lasting understanding of British society, Marshall Scholars strengthen the enduring relationship between the British and American peoples, their governments and their institutions. Marshall Scholars are talented, independent and wide-ranging, and their time as Scholars enhances their intellectual and personal growth. Their direct engagement with Britain through its best academic program contributes to their ultimate personal success.

**The Mitchell Scholars Program** is a national competitive fellowship sponsored by the U.S.–Ireland Alliance. The Mitchell Scholars Program, named to honor former U.S. Senator George Mitchell’s pivotal contribution to the Northern Ireland peace process, is designed to introduce and connect generations of future American leaders to the island of Ireland, while recognizing and fostering intellectual achievement, leadership, and a commitment to public service and community. Twelve Mitchell Scholars between the ages of 18 and 30 are chosen annually for one year of postgraduate study in any discipline offered by institutions of higher learning in Ireland and Northern Ireland. Applicants are judged on three criteria: academic excellence, leadership, and a sustained commitment to service and community.

**The Gates Scholarship Program** is an international scholarship program to enable outstanding graduate students from outside the United Kingdom to study at the University of Cambridge. The scholarship is funded by the Bill and Melinda Gates Foundation and awards up to two years of fully funded graduate study, with an emphasis on the fields of Arts and Humanities, Humanities and Social Sciences, Biological Sciences, and Physical Sciences and Technology.

**The Truman Scholarship** recognizes college juniors with exceptional leadership potential who are committed to careers in government, the nonprofit or advocacy sectors, education or elsewhere in the public service; and to provide them with financial support for graduate study, leadership training, and fellowship with other students who are committed to making a difference through public service.

**The Hertz Foundation Graduate Fellowship** empowers outstanding young people pursuing a PhD degree in the applied physical, biological, and engineering sciences with the freedom to innovate and explore their genius in collaboration with leading professors in the field. The Hertz Foundation’s goal is to support the early stage research endeavors of students who possess the potential to change our world for the better by solving difficult, real-world problems.

**The Rotary Ambassadorial Scholarship** sponsors one academic year to further international understanding and friendly relations among people of different countries and geographical areas. While abroad, scholars serve as goodwill ambassadors to the host country and give presentations about their homelands to Rotary clubs and other groups.

**The East-West Center Scholarship Program** provides a 2 year scholarship for students to study at the East-West Center at University of Hawaii. The East-West Center is an education and research organization established by the U.S. Congress in 1960 to strengthen relations and understanding among the peoples and nations of Asia, the Pacific, and the United States. The Center contributes to a peaceful, prosperous, and just Asia Pacific community by serving as a vigorous hub for cooperative research, education, and dialogue on critical issues of common concern to the Asia Pacific region and the United States.

**The Olmsted Scholarship Program** provides outstanding young military leaders an unsurpassed opportunity to achieve fluency in a foreign language, pursue graduate study at an overseas university, and acquire an in depth understanding of foreign cultures, thereby further equipping them to serve in positions of great responsibility as senior leaders in the United States Armed Forces. (Note: The Olmsted Scholarship program is not open to cadets upon graduation, but is available after 3 years of commissioned service)

**The Fulbright** program was started in 1946 by Congress and is administered by the State Department. Fulbright grants are designed to “increase mutual understanding between the people of the United States and the people of other countries.” A Fulbright grant is for 10–12 months and requires that a student affiliate with a local university for classes and research.

**The National Science Foundation Graduate Research Fellowship** provides for three years of study leading to a master’s or doctoral degree in the mathematical, physical, biological, engineering, or social science, or in the history and philosophy of sciences. The fellowship helps ensure the vitality of the human resource base of science and engineering in the United States and reinforces its diversity.

**The Churchill Scholarship** was established in 1959 and is awarded by the Winston Churchill Foundation. The Foundation’s Scholarship Program offers American students of exceptional ability and outstanding achievement the opportunity to pursue graduate studies in engineering, mathematics, or the sciences at Churchill College, the University of Cambridge.

Here is a current listing of scholarship recipients for the past five years, with brief descriptions of their backgrounds and programs of study:



**Benjamin Backsmeier**  
**(Class of 2010, Company E-2, Bloomington, IL)**  
*Rotary Ambassadorial Scholarship*

Benjamin intends to study at the London School of Economics, earning an MSc in Public Policy and Administration. While majoring in American Politics, Policy, and Strategy, he worked as an intern for Senator Richard Durbin. Benjamin has also interned at the Executive Office of Disaster Strategic Planning Operation and participated in an exchange with the German Army.



**Stephanie McKiernan**  
**(Class of 2010, Company F-2)**  
*Rotary Ambassadorial Scholarship*

Sam is majoring in Middle Eastern Studies. She plans on continuing her education with an advanced degree in Middle Eastern Studies, with a focus on America's foreign policy in the region. As a cadet, Sam spent a semester abroad in Jordan and interned with the Bureau of Near Eastern Affairs at the State Department.



**Jonathan McCann**  
**(Class of 2010, Company C-1, Westlake, OH)**  
*Rotary Ambassadorial Scholarship*

Jon intends to earn a master's degree in Economic Development from the London School of Economics. He is a double major in Economics and Operations Research and has studied in Egypt during a semester abroad and through the Foreign Academy Exchange Program. He has also interned with the Office of the Secretary of Defense, as well as with the Greater Camden Partnership.



**Brennan Roorda**  
**(Class of 2010, Company C-1, Oak Ridge, TN)**  
*Rotary Ambassadorial Scholarship*

Brennan is majoring in both Arabic and Foreign Area Studies: Middle East. During his time as a cadet, Brennan has been able to study in Jordan, Egypt, and Qatar. Additionally, he worked as a Middle East Policy intern in the Office of the Secretary of Defense. Brennan would like to use his scholarship to study Comparative Politics.



**Orlando Zambrano**  
**(Class of 2010, Company A-4, Tampa, FL)**  
*Rotary Ambassadorial Scholarship*

Orlando plans on earning an MSc in Development Management at the London School of Economics, building on his Economics and Arabic double major. In addition to a semester abroad in Jordan, Orlando also recently worked with Dunia Frontier Consulting in Dubai, UAE.



**Tyler Matthews**  
**(Class of 2010, Company A-2, Midland, MI)**  
*Rotary Ambassadorial Scholarship*

Tyler is an American Politics, Policy, and Strategy major. This summer, he taught primary school and helped build a library in Ghana through the Operations Crossroads Africa program. In 2008, Tyler interned at the White House Office of National Drug Control Policy.



**Iain Cruickshank**  
**(Class of 2010, Company E-1, Colorado Springs, CO)**  
*Rotary Ambassadorial Scholarship*

Iain is majoring in Mathematics and Arabic. He participated in an academic study in Egypt, as well as one in Qatar. Iain

intends to earn an advanced degree in Applied Mathematics.



**Anthony Lupo**  
**(Class of 2010, Company G-4, Yorba Linda, CA)**  
*Rotary Ambassadorial Scholarship*

Anthony is a Philosophy major at the Academy. He intends to use the scholarship to continue his study of Philosophy at the graduate level.



**Margaret Fountain**  
**(Class of 2010, Company H-2)**  
*Rotary Ambassadorial Scholarship*

Maggie is majoring in American Politics, Policy, and Strategy. As a cadet, she attended the Program for Advanced Security Studies at the George C. Marshall European Center for Security Studies. Maggie also served as a research intern at the Peacekeeping and Stability Operations Institute at Carlisle Barracks, PA. She intends to pursue an advanced degree in Security Studies with a Civil-Military Relations focus.



**Alexandra Rosenburg**  
**(Class of 2010, Company H-4, Honolulu, HI)**  
*Truman Scholarship, Rotary Ambassadorial Scholarship*

Alex is a sociology major from Honolulu, Hawaii. She is planning to attend medical school and serve as an Army psychologist. Last summer, Alex volunteered at Tripler Army Medical Center working with veterans' medical issues and this summer she is working in Gambia with the Crossroads Africa program.



**Tom Anderson**  
**(Class of 2009, Company D-1, Schoolcraft, Michigan)**  
*Rotary Ambassadorial Scholarship*

Tom earned a B.S. in Mechanical Engineering with Honors and will study Diplomacy and Global Governance at Oxford. He spent a semester at the U.S. Naval Academy and worked in both the State Department and National Defense University while he was a cadet. Tom has branched Infantry.



**Brent T. Bubany**  
**(Class of 2009, Company E-2)**  
*Rotary Ambassadorial Scholarship*

Brent will study International Relations at the London School of Economics. At West Point, Brent majored in American Politics and Spanish.



**Brady Dearden**  
**(Class of 2009, Company F-1, West Windsor, NJ)**  
*Rotary Ambassadorial Scholarship*

Brady was a Law Major at West Point. He branched Aviation and intends to study International Relations at the University of Cambridge. In addition to representing USMA in prestigious law and ethics competitions, Brady served a two-year mission to Germany and Austria for the Church of Jesus Christ of Latter-day Saints between his sophomore and junior years at the Academy.



**Robert Hammond**  
**(Class of 2009, Company B-2, Ft. Lauderdale, FL)**  
*Rotary Ambassadorial Scholarship*

Robert plans to earn a Master of Arts in International Studies-International Economics with a minor in Chinese Studies from the John Hopkins School of Advanced International Studies in Nanjing. As a cadet, Robert was able to visit the Japanese National Defense Academy and the Royal Thai Defense



Academy. He also spent a semester at Beijing University and participated in an academic study in Cambodia. Robert majored in Chinese and Foreign Area Studies East Asia and branched Military Intelligence.



**Andrew Keith Hill**  
**(Class of 2009, Company A-2, San Antonio, TX)**  
*Rotary Ambassadorial Scholarship*

Andrew majored in Civil Engineering with Honors and intends to study Engineering for Sustainable Development at Cambridge University. During the last two years of his time at West Point, Andrew commanded the USMA Drill Team. He has branched Corps of Engineers.



**Richard Houghton**  
**(Class of 2009, Company E-1, Sewickley, PA)**  
*Rotary Ambassadorial Scholarship*

Rick majored in American History and will earn a Master of Studies in American History at the University of Oxford. During his cadet years, Rick spent a semester in France, participated in the Auschwitz Jewish Center Foundation Academy Scholars Program, and interned with Senator Harry Reid. He has branched Air Defense Artillery.



**Bryan Lee**  
**(Class of 2009, Company B-2, San Francisco, CA)**  
*Rotary Ambassadorial Scholarship*

Bryan will earn a Master of Science in Asian Studies at the National University of Singapore. An Army Aviator from San Francisco, Bryan majored in International and Military History. His studies included a semester abroad at Jilin University in Changchun, China.



**Erik Tomsen**  
**(Class of 2009, Company B-4, Eagle River, AK)**  
*Rotary Ambassadorial Scholarship*

Erik is an Engineer officer. While majoring in German and Geospatial Information Science, he had the opportunity to spend a semester at the German Armed Forces University and conduct academic studies in Uzbekistan and Germany. Erik is studying Geography at the University of Auckland.



**Josh Lospinoso**  
**(Class of 2009, Company B-1, Florham Park, NJ)**  
*Rhodes Scholarship, National Science Foundation Fellowship*

Josh majored in Economics and Operations Research. At the University of Oxford, he will pursue a Doctorate of Philosophy in Statistics. In addition to branching Infantry, he conducted research for the National Security Agency and Carnegie Mellon School of Computer Science while at West Point. Josh elected the Active Duty Military Deferral of the NSF Fellowship until later in his career.



**James "J.R." Sessions III**  
**(Class of 2009, Company F-1, Wortham, TX)**  
*East-West Fellowship*

J.R., who majored in Chinese as a cadet, travelled to China twice for academic development in 2008 before spending a semester there his Firstie year. He has branched Corps of Engineers. In the fall of 2009, J.R. will pursue an MA in Asian Studies at the University of Hawaii at Manoa.



**Andrew "A.J." Pulaski**  
**(Class of 2009, Company B-3, Singapore)**  
*East-West Fellowship*

A.J., the class president for the class of 2009, is from Singapore and branched Military Intelligence. He spent a semester abroad in China and had multiple study programs in Asia. Building on

his degree in Chinese, A.J. plans to study Political Science at the University of Hawaii.



**Jon Chachula**  
**(Class of 2009, Company A-2, Beavercreek, OH)**  
*Gates Scholarship*

Jon was a double major in International Relations and Spanish. He branched Infantry and will study International Relations at the University of Cambridge. As a cadet, Jon had several notable educational experiences including a semester abroad in Spain and internships in the State Department and SOCOM.



**Rajiv Srinivasan**  
**(Class of 2008, Company E-1, Roanoke, VA)**  
*USA Today Scholarship*

Rajiv majored in Comparative Politics and Arabic. He is currently stationed in Afghanistan. Rajiv won the USA Today Scholars Award for his innovative thinking in co-founding the networking website BeyondOrders.org. Rajiv's nonprofit organization connects military units in Iraq, which are able to assess the needs of local communities, with nonprofit and community service organizations in the United States which are able to meet those needs. The intent of these connections is to help the U.S. military meet the humanitarian needs of Iraqi communities.



**Michael McMahon**  
**(Class of 2008, Company A-2, Farmingville, NY)**  
*Gates Scholarship*

Michael was a Life Sciences major while at West Point and went on to earn an MPhil in Public Health at Cambridge University. As a cadet, he led Big Brothers Big Sisters and interned at Walter Reed. Michael will be attending medical school at Weill Cornell Medical College.



**Khalil Tawil**  
**(Class of 2008, Company B-2, Gilbert, AZ)**  
*Fulbright Scholarship*

While earning his USMA degree in Economics, Khalil was able to participate in Operation Crossroads Africa and spend a semester abroad in Cairo. For graduate school, Khalil returned to Cairo to study Economic Growth and Development at the American University. He branched Infantry



**Nate Bastian**  
**(Class of 2008, Company E-2, Danville, PA)**  
*Fulbright Scholarship*

While at West Point, Nate majored in Engineering Management with Honors. He was awarded a Fulbright Scholarship through the Netherland-America Foundation Fellowship to pursue a Master of Science degree in Econometrics and Operations Research at Universiteit Maastricht in The Netherlands. During his cadet years, Nate participated in an internship at the Institute for Creative Technologies in Marina del Rey, CA, spent a semester abroad at the Instituto Tecnológico y de Estudios Superiores de Monterrey in Monterrey, Mexico, and worked for the Defense Attaché Office at the U.S. Embassy in Panama. Following his graduate studies, Nate will continue to train and serve as an aero medical evacuation (MEDEVAC) pilot in the Medical Service Corps branch.



**Michael Duda**  
**(Class of 2008, Olean, NY)**  
*East-West Fellowship*

Michael majored in Russian and branched Aviation. He is attending the University of Hawaii and majoring in international relations and cultural studies. Michael is from Olean, New York.



**Robert Rose**  
**(Class of 2008, Company H3, California)**  
*Gates Scholarship*

Robert is from California and earned degrees in German and French while at USMA. He spent a semester abroad in France and participated in an AIAD with Navy SEALs in Africa. He branched Infantry and is attending Cambridge University studying international relations.



**Cole Livieratos**  
**(Class of 2008, Company G2, Clarksville, MD)**  
*East-West Fellowship*

Cole is an Armor officer from Clarksville, Maryland who majored in Human Geography. He was a member of the cadet ski club at West Point. Cole is attending the University of Hawaii pursuing an MA in Asian Studies.



**Nicholas Hanauer**  
**(Class of 2008, Company A3, Corvallis, OR)**  
*East-West Fellowship*

Nicholas majored in Asian Foreign Area Studies and is attending the University of Hawaii pursuing an MA in Asian Studies. He is originally from Corvallis, Oregon and branched Armor. Nicholas was part of the second class to spend a semester in China.



**Zach Watson**  
**(Class of 2008)**  
*Gates Scholarship*

Zach graduated last year with honors in Economics and Arabic. While at USMA he studied Arabic in Cairo, Egypt and interned with the President's Council of Economic Advisers in

Washington, D.C. He will study Economics at Cambridge.



**Jason Crabtree**  
**(Class of 2008, Company E-1, Kingston, WA)**  
*Rhodes Scholarship*

Jason has been awarded the Rhodes Scholarship. Jason is a Civil Engineering major, and will be pursuing a two-year degree in Engineering Science researching expandable structures at Oxford. Jason is the First Captain of the Corps of Cadets, and enjoys SCUBA diving, mountaineering, and playing the guitar.



**Mel Sanborn**  
**(Class of 2008, Company C-1, Wilmot, NH)**  
*Marshall Scholarship*

Mel has been awarded a Marshall Scholarship from the Boston Region. Mel is a Chinese major, and will be attending the School of Oriental and African Studies at the University of London where he will pursue a one year Master of Arts in International Studies and Diplomacy, and one year Master of Arts in Chinese Studies.

This is especially good news for Mel, a prior enlisted Soldier who graduated first in his class from USMAPs, and whose age made him ineligible for the Rhodes.



**Brad Wilson**  
**(Class of 2008, Company C-4, Grand Rapids, MI)**  
*Rotary Ambassadorial Scholarship*

Brad is a math and economics major from Grand Rapids, MI. He is a member of company C-4 where he currently serves as a platoon leader. He spent a semester at the United States Air Force Academy and participated in an internship at the RAND Corporation this summer. He hopes to be an infantry officer and

plans to pursue a Masters Degree in development studies from the London School of Economics.



**Tyler Jost**  
**(Class of 2008, Company C-4, Wheaton, IL)**  
*Rotary Ambassadorial Scholarship*

Tyler is an International Relations and Chinese language major from Wheaton, IL. He has spent four years as a member of company C-4 and the Debate Team. In the first semester of his junior year, Tyler studied in Jilin University, China. Most recently, Tyler spent two months participating in an Operation Crossroads Africa program in Rwanda to document testimonies of genocide victims. Tyler will attend the School of Oriental and African Studies in London to earn a Masters in East Asian Politics before serving as a Military Intelligence officer.



**Gregory J Stevens**  
**(Class of 2007, Company C-3, Spencer, MA)**  
*Rotary Ambassadorial Scholarship*

Greg was a Life Science major from Spencer, Massachusetts. He was in company C-3 where he last served as the company Sandhurst squad leader. Greg is a Medical Service Corps officer who will attend the University of Cambridge for a one-year course of study in Public Health. He will then attend medical school at the Uniformed Services University of the Health Sciences in 2008. He graduated as the valedictorian of the West Point class of 2007.



**Christopher M. Tarney**  
**(Class of 2008, Company C-4, Union, NJ)**  
*Truman Scholarship*

Chris is a Life Science major hailing from Union, New Jersey. He is in company C-4 and currently serves as a squad leader. Last spring, Chris participated in a medical mission to Belize, where he conducted volunteer work for local medical treatment. This summer, he will organize clinics for HIV treatment as part of Crossroads Africa. He spends his spare time with the American Medical Student Association, the American Chemical Society, and numerous intramural sports competitions. A future U.S.

Army doctor, Chris hopes to earn a Masters Degree in Public Health from the Johns Hopkins Bloomberg School of Public Health. He then plans to serve in the U.S Army Medical Corps as a research physician to help improve the deteriorating health conditions of Central America.



**Daniel Lennox**  
**(Class of 2007, Company E-2, El Paso, TX)**  
*Fulbright Student Grant*

Dan is a Comparative Politics and French major from El Paso, TX. He is in company E-2 and is on his company Sandhurst team. He spent a semester abroad at l'Ecole Polytechnique in Paris and spent the last summer working in South Africa. A future Infantry officer, Dan will begin his studies and research in Chad before pursuing a Masters in International Relations at the Université de Yaoundé II in Cameroon.



**Daniel A. Vallone**  
**(Class of 2007, Company E-4, Epping, NH)**  
*Fulbright Student Grant*  
*East-West Fellowship*

Dan is an East Asian Studies major from Epping, New Hampshire. He is in company E-4 and currently serves as Sandhurst squad leader. Dan has represented West Point at conferences in Taiwan, Japan, and also spent a month at the British Royal Military Academy at Sandhurst. Dan is involved in Big Brothers, the Chinese club, and competes in the annual Sandhurst competition at West Point. Dan is an Infantry Officer.



**Heather P. Di Silvio**  
**(Class of 2007, Company E-4, Kirkland, WA)**  
*East-West Fellowship*

Heather is a Chinese language major from Kirkland, Washington. She is a member of company E-4 and currently serves as a platoon leader. Last year, Heather spent the fall semester studying abroad in China. There she attended Nanjing Normal University and studied Chinese language. She spends her free time volunteering with the Army Family Readiness



Group, and is the CIC of Catholic Sunday School. An avid athlete, Heather enjoys running half marathons, and has devoted three years to her company Sandhurst team. Following graduation in May, Heather plans to attend the University of Hawai'i at Manoa to pursue her Masters Degree in Asian Studies. She will then return to the U.S. Army as an officer in the Army Corps of Engineers, and hopes to eventually serve as a Foreign Area Officer.



**Mary Erin Boyle**  
**(Class of 2007, Company D-2, Fairfax Station, VA)**  
*East-West Fellowship*

Mary Erin is a Chinese language major hailing from Fairfax Station, VA. She is in company D-2 and currently serves as the First Battalion, Second Regiment Logistics Officers. In the spring of her cow year, Mary Erin went on semester exchange to Nanjing, China. Mary Erin represented West Point in the Foreign Academy Exchange program in trips to both the Chinese and Japanese military academies. Mary Erin is a 4 time letter winner of the Women's Soccer team. Mary Erin will pursue a Masters Degree in Asian Studies at the University of Hawaii, Manoa. Upon completion of East-West Center programs, Mary Erin will serve as a Military Intelligence Officer.



**Marya Jane Rosenberg**  
**(Class 2007, Company D-3, New York, NY)**  
*East-West Fellowship*

Marya Jane Rosenberg is an Art, Philosophy, and Literature major from New York City. She is a member of company D-3 and currently serves as a platoon leader. She recently traveled to the Indian Military Academy with the Foreign Academy Exchange Program. She enjoys reading and writing poetry, and a series of her haiku was recently accepted for publication in *The Best American Poetry 2007*. Following graduation in May, Marya plans to attend the University of Hawai'i at Manoa to pursue her Masters Degree in Asian Studies. She will then return to the U.S. Army as an officer in the Adjutant General Corps, and hopes eventually to serve as a Foreign Area Officer.



**Andy Robinson**  
**(Class of 2007, Company E-1, Fairfax, VA)**  
*Gates Scholarship*

Andy is a double major in Operations Research and Economics in Company E-1. He hails from Fairfax, Virginia and currently serves as a Military Development Officer. His extracurricular activities include Officer's Christian Fellowship, the Sandhurst Competition, and Special Olympics. Last summer he served as a Company Commander at Camp Buckner and worked at Capitol Hill for Congressman Geoff Davis. A future Infantry officer, Andy will to pursue an MPhil in Economics at Cambridge.



**Elijah Harrington**  
**(Class of 2007, Company E-3, Memphis, TN)**  
*Churchill Scholarship*

Eli is a Civil Engineering major from Memphis, Tennessee. He is currently a platoon leader in company E-3. Eli rowed for Army Crew for three years before becoming an assistant coach. He is also a leader for the West Point Navigators, a military Christian fellowship ministry, and as a hobby Eli enjoys amateur photography. A future officer for the US Army Corps of Engineers, Eli plans to study for an MPhil in Engineering for Sustainable Development at University of Cambridge in order to better prepare him for reconstruction operations in post-conflict environments.



**Timothy F. Simmons**  
**(Class of 2007, Company D-3, Austin, TX)**  
*Rhodes Scholarship*

Timothy is an Economics major and currently serves as the Regimental Security and Public Affairs Officer. Last summer Timothy interned with the President's Council of Economic Advisers and served as a temporary Signal Corps platoon leader at Fort Huachuca. He spends the majority of his free time running with the track team, where he specializes in the steeplechase. He also keeps a sketchbook. A future Aviation officer, Timothy hopes to earn an MPhil in Development Studies from Oxford.



**Charles Eadie**  
**(Class of 2007, Company C-2, Santa Cruz, CA)**  
*Marshall & Truman Scholarship*

Charlie is an Economics major and serves as the Regimental Commander for 2nd Regiment. Last summer, he participated in an internship with the Congressional Budget Office where he analyzed the Army budget and reset program. He is a member of the Sport Parachute Team and enjoys skydiving, snowboarding, and surfing. A future Infantry Officer, Charlie will earn an MSc in Econometrics and Mathematical Economics from the London School of Economics.



**Ethan Orwin**  
**(Class of 2007, Company H-3, Toronto, Canada)**  
*Marshall Scholarship*

Ethan is a dual citizen (US/Canada) and a History major. He is the first USMA graduate to receive the *Walter and Leonore Annenberg Marshall Scholarship*, which is awarded to the Marshall recipient that was ranked highest in the New York region.

He currently serves as a platoon leader. Last summer, Ethan spent three weeks in Poland studying the history of the Holocaust and the Polish experience of the Second World War. He hopes to become an Army Foreign Area Officer or a civilian diplomat. He plans to work towards strengthening America's relationships with its European allies. He will earn an MLitt in Modern History at the University of St. Andrews.

*"Ethan Orwin is the first winner of the Walter and Leonore Annenberg Marshall Scholarship. This scholarship is awarded to the candidate whom the New York Committee has ranked No. 1 in its selection process. Ethan is the kind of exceptional scholar/statesman we wish for: a brilliant young man of unquestionable integrity and principle with an exceptional record of academic and leadership achievement. In his vision, his commitment to military ethics and to strengthening the Atlantic Alliance, Ethan personifies the spirit of General George C. Marshall."*

— **Professor Ray Raymond**, MBE, FRSA, OCSM, Chair, New York Selection Committee.



**Matthew Martel**  
(Class of 2007, Company A-3, Lincoln, NH)  
*Marshall Scholarship*

Matt is an International and Strategic History Major and currently serves as a Regimental Executive Officer. Last summer he served as the Cadet Basic Training Personnel Officer and spent three weeks at the Office of the Undersecretary of Defense for Policy. While at the Pentagon, Matt researched the nature and effectiveness of the current US force posture in the Middle East. Matt currently serves as the Training Coach of the Army Nordic Ski team. As a future Aviation Officer, Matt will pursue an MPhil degree in International Relations at the University of Cambridge to prepare him for a career as a strategic analyst in the Department of Defense.



**1LT Sean Healy**  
(Class of 2005)  
*Mitchell Scholarship*

Sean is an Environmental Engineering major who graduated fifth in his class in 2005. As a cadet, Sean served in many positions of leadership, including Brigade Logistics Officer during his First Class year. Sean was also a Rhodes and Marshall finalist in 2005. Lieutenant Healy is currently serving in Iraq as a Combat Engineer Platoon Leader. He is interested in international security issues will pursue a master's in International Security and Conflict Studies at Dublin City University as a Mitchell Scholar.



**Erin Stevens**  
(Class of 2007, Company G-2, Manlius, NY)  
*Mitchell Scholarship*

Erin is an Art, Philosophy, and Literature major concentrating in Philosophy and currently serves as the Brigade Deputy Adjutant. Erin has been a member of the Women's Army Swim

team and the Army Triathlon team. Last summer she worked at the Illicit Antiquities Research Centre at Cambridge University, studying the repatriation of Iraqi artifacts since the looting of the museum in Baghdad in 2003. Erin intends to serve as a Military Intelligence officer and will study Cultural Policy and Art Management at University College Dublin with the goal of impacting the Army's preservation and treatment of cultural property.



**Stephanie Hightower**  
**(Class of 2006, Company B-1, Rio Rancho, NM)**  
*Fulbright Student Grant*

Stephanie Hightower will attend the University of Oxford in the United Kingdom to earn a master's degree in global health science. A Chemistry and Life Sciences major and competitive triathlete, she is the Cadet Corps' First Captain, the highest position held by a student.



**Jacob Sheehan**  
**(Class of 2006, Company C-1, Eastford, CT)**  
*Fulbright Student Grant*

Jacob Sheehan will spend a year at the United Kingdom's University of Manchester to earn a master's in developmental economics. Jacob is majoring in Economics and American Politics and is involved in Sandhurst, an annual, international military competition between service academies, as well as the Domestic Affairs Forum.



**Wei Chou**  
**(Class of 2006, Company A-1, Houston, TX)**  
*East-West Scholarship*

While in Hawaii, Wei Chou, a future infantry officer, will pursue a master's degree in Asian studies, focusing on Japan. He is currently the athletics/spirit officer for the Cadet First Battalion, First Regiment.



**Tom Cai**  
**(Class of 2006, Company D-1, Saint Louis, MO)**  
*East-West Scholarship*

Tom Cai will continue his study of economics while at the University of Hawaii. He is currently the operations officer for the Cadet First Regiment and is president of the Chinese Language Club. A future aviation officer, he will attend flight school at Fort Rucker, AL, in 2008.



**Michael Lee**  
**(Class of 2006, Company A-2, Glen Rock, NJ)**  
*East-West Scholarship*

Michael Lee will pursue a master's degree in Asian studies this fall. Upon graduation from West Point, he will receive his bachelor's degree in economics and his commission in the Corps of Engineers. He is currently co-captain of the cadet judo team.



**Allison Pan**  
**(Class of 2006, Company G-4, New York, NY)**  
*East-West Scholarship*

Allison Pan will continue her study of political science while pursuing her master's degree at the East-West Center. She is the cadet debate team captain and will be commissioned a military intelligence officer at graduation.



**Todd Mainwaring**  
**(Class of 2007, Company D-2, Dothan, AL)**  
*Truman Scholarship*

Todd Mainwaring is a Civil Engineering major at the U.S. Military Academy, where he also lettered in varsity soccer and organizes community service projects in the Hudson Valley area as an officer in the Civil Engineering Club. He also participated in an inter-service exchange program, completing a semester in Annapolis at the U.S. Naval Academy this past fall. He enjoys running, meeting new people, and traveling.



**Jessamyn Liu**  
**(Class of 2006, Company C-3, Richmond, VA)**  
*Truman Scholarship/Gates-Cambridge Scholarship*

Jessamyn Liu is a native of Richmond, Virginia, where she first acquired the passion for American political development she continues to pursue as an American politics and American history double major at the United States Military Academy. In addition to her academic and military duties at West Point, Jessamyn is the head manager for the Army Cross Country and Track teams. She has also founded a dinner discussion group to encourage informal interaction between cadets and faculty and organized civic education programs for local community schools. At Cambridge, Jessamyn will pursue a MPhil in Political Thought and Intellectual History. After graduation she will serve as a military intelligence officer and hopes to eventually return to West Point as a member of its senior faculty.



**Jennifer Gonser**  
**(Class of 2006, Company H-1, Cape Cod, MA)**  
*Gates-Cambridge Scholarship*

Jennifer Gonser currently calls Cape Cod, Massachusetts home, but actually grew up in a military family and moved about every two years. The determination, values, and discipline fostered in her upbringing led her to West Point, where she is majoring in Civil Engineering and enjoying many extra-curricular activities. The focus of her studies is structural development, and after graduation she will serve as an Army Engineer officer where she will aid in reconstruction and infrastructure improvement in developing countries. In West Point's Corps of Cadets, she has held various leadership positions, and has enjoyed activities such as leading in Officer's Christian Fellowship, singing in the Cadet Chapel Choir, and volunteering at a shelter for abused women across the Hudson River. She feels very fortunate that she is able to be here at West Point and soon, in the Army. Jen eagerly anticipates pursuing a graduate degree in Sustainable Development which she can use as a future Corps of Engineers officer.



**Kent DeBenedictis**  
**(Class of 2006, Company D-1, Boca Raton, FL)**  
*Marshall Scholarship*

Kent DeBenedictis is an International Relations and German double major with a Nuclear Engineering sequence. He spent the summer working for the Office of the Secretary of Defense's Policy branch. The summer before he served with the U.S. Army European Headquarters and with the 1-4 Infantry, both stationed in Germany. Kent also participated in the Foreign Academy Exchange Program to Germany. His cadet activities include the Student Conference on U.S. Affairs, the Domestic Affairs Forum, and the German Club. The military positions he has held include Regimental Operations Officer, Company Commander, and Air Assault School Class Commander. A future Infantry officer, Kent plans to earn an MA in European Studies from the University of Birmingham and an MA in War Studies from King's College, London.



**Cheikh Mbengue**  
**(Class of 2006, Company H-2, St. Lucia)**  
*Rhodes Scholarship*

CDT Cheikh Mbengue, hails from the beautiful Caribbean island of Saint Lucia. The 24 year old attended St. Mary's College (high school) and Sir Arthur Lewis Community College prior to attending USMA. CDT Mbengue played cricket for St. Mary's College and also holds a first degree black belt in Shotokan Karate. He has been playing the viola for over ten years and plays for St. Lucia's Carlos Mynns Community Orchestra. Cheikh is a Mechanical Engineering/Aeronautical Systems major. His passion for Caribbean regional development is consistent with his plan to study Development Studies at Oxford University. This summer, CDT Mbengue served as an intern at the Organization of Eastern Caribbean States (OECS) where he produced a paper addressing how the sub region could overcome some of the hurdles they faced as it pertained to sub regional integration. CDT Mbengue is currently the Executive Officer for Company H2 and is slotted to be the Battalion's Executive Officer next semester.





**Pete Crawford**  
**(Class of 2006, Company H-3, Klein, TX)**  
*Marshall Scholarship*

Pete grew up in Klein, Texas, a suburb of Houston. His parents always supported him and his brother in whatever activities they pursued from sports to music to acting. From junior high, Pete played football in the fall, basketball in the winter, and ran track and field in the spring. He spent the summers painting and repairing houses with a former football coach. In high school, Pete replaced basketball with musical theater and track with football off-season training. Attending a military academy had been a goal since he was very young, and on 1 July 2002, Pete realized that goal. At West Point, he spent time teaching Sunday School to fifth and sixth grade students, skydiving with the Parachute Team, and conversing with public officials in the Domestic Affairs Forum. From here Pete hopes to branch Infantry and lead in an airborne unit.



**Jonathan Bate**  
**(Class of 2006, Company D-3, Carthage, TX)**  
*Truman Scholarship*

Jonathan is majoring in economics and also enjoys studying Chinese. He has held various leadership positions at the Academy and has also been involved in outreach programs to local military veterans. Prior to attending West Point, Jonathan earned a bachelor's degree in Accounting from Stephen F. Austin State University. Rather than entering the corporate world, however, he decided to embark on a military career. Jonathan plans to be commissioned as a second lieutenant in the infantry after graduation. Jonathan will use his Truman Scholarship to pursue a Masters degree in International Affairs at Columbia University.



**David Cowan**  
**(Class of 2005, Company F-4, Wausau, WI)**  
*Fulbright Student Grant*

Dave is a Comparative Politics major with a Middle East focus. Last summer, Dave traveled throughout Vietnam and also interned at the American Embassy in N'Djamena, Chad.

Throughout his years at the Academy, he has been an active participant in Model UN, Officers Christian Fellowship, Model Arab League, and Tuesday's Children. A future Infantry Officer, Dave will earn a MA in International Studies and Diplomacy from Al Akhawayn University in Morocco.



**Jeff Glick**  
**(Class of 2005, Company D-2, Buffalo, NY)**  
*Fulbright Student Grant*

Jeff is an Operations Research major who spent a semester at the United States Coast Guard Academy and also participated in an exchange program with the Royal Military Academy at Sandhurst, England. Jeff has been an active member of the academy's triathlon team, Model United Nations, and the Caring Cadets program. Last year, his submission for an International Interdisciplinary Modeling Contest was awarded 1st place and was selected for publication. He has also worked at the US Army International Technology Center in Germany and served as a US Student Delegate to the NATO Conference in Istanbul. A future Engineer Officer, Jeff will earn an MA in International and Development Economics at Australia National University.



**Russell Isaacs**  
**(Class of 2005, Company H-3, North Myrtle Beach, SC)**  
*Rotary Ambassadorial Scholarship*

Rusty is a Comparative Politics and German major and currently serves as the H-3 Company Commander. Having spent much of his life overseas, Rusty's most recent travels include spending four weeks with US forces in South Korea and an internship with a German Army unit. His activities include traveling, golf, and the Student Conference on US Affairs. Recently, he has helped to establish a mentorship program that pairs cadets with children who lost parents in the September 11th attacks. A future Military Intelligence Officer, Rusty will study for master's degrees in European Studies and International Politics at the University of Maastricht in the Netherlands.



**Michael Kolton**  
**(Class of 2005, Company A-4, Fairfax Station, VA)**  
*East-West Center Scholarship*

Michael is an Economics major and a native of Fairfax Station, VA. While at West Point, he has been captain of the Army Judo team and participated in a unique internship with a commercial port authority in Egypt. Michael also took part in community service activities to include volunteering at a soup kitchen and a drug rehabilitation center in the local New York area. He plans to study Economics at the University of Hawaii with his East West Center Fellowship. Michael will be commissioned as an Infantry officer upon graduation.



**Kha Nguyen**  
**(Class of 2005, Company C-4, Tulsa, OK)**  
*East-West Center Scholarship*

Kha's unique personal story begins in Saigon, Vietnam, where he was born. After immigrating to the United States, he grew up in Cleveland Ohio. He is currently majoring in Comparative Politics with an FOS in Chinese at West Point. While at the Academy, Kha participated in a summer internship at the US Embassy in Beijing, and also volunteered his spare time to teach swimming to children in the West Point community. He is also an active member of the Cadet Catholic Chapel. Kha will be commissioned as a Field Artillery officer upon graduation.



**Chris Gin**  
**(Class of 2005, Company C-3, Fremont, CA)**  
*East-West Center Scholarship*

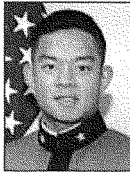
Chris is a double major in English Literature and Chinese. Having served in leadership positions at the Regiment and Company levels, Chris also served as a CTLT platoon leader in Korea and as the CIC of the China Military Academy AIAD last summer. His dedication to community service was exemplified during his recent trip to Mexico where he helped build homes for impoverished families. Chris is a black belt in Tae Kwon Do and will be commissioned as a Military Intelligence officer with a branch detail to Armor. He will earn an MA in Asian Studies with

a focus on China while at the University of Hawaii.



**Tomio Toyama**  
**(Class of 2005, Company F-2, Munster, IN)**  
*East-West Center Scholarship*

Tomio is a double language major in Arabic and French. He represented the Academy at the U.S. Embassy in Chad during his cow summer, participated in two academy exchanges with the Turkish military, and is extremely active in Cadet Club activities including the Arabic Club and Model Arab League. He has also contributed greatly to both the West Point community and his hometown through his participation in Special Olympics at West Point and in the D.A.R.E. program for elementary schools in Munster, Indiana. A future Military Intelligence officer who will be branch detailed to the Infantry, Tomio will earn an M.A. in History at the University of Hawaii.



**Jin Wang**  
**(Class of 2005, Co. H-2, Singapore)**  
*Rhodes Scholarship*

Jin is a Civil Engineering major and an exchange cadet from Singapore. Currently the Command Sergeant Major for 2nd Regiment, Jin served last summer as the Battalion Commander for Operation Highland Warrior. He is the secretary for the International Cadet Club and enjoys traveling and experiencing different cultures. Having served in the 1st Commando Battalion of the Singapore Armed Forces for two and a half years prior to West Point, Jin will return to his unit upon graduation from Oxford University where he will earn a degree in Philosophy, Politics and Economics.



**Mike April**  
**(Class of 2005, Co. G-4, Colorado Springs, CO)**  
*Rhodes Scholarship*

Mike is a Chemistry major and currently serves as a Battalion Commander. Mike spent a semester on exchange at the United States Air Force Academy. His extracurricular activities include Special Olympics, tutoring, and American Chemical Society.

Mike will pursue an MPhil in Medical Anthropology at Oxford prior to medical school. As a future Army doctor, Mike will promote healthcare reform in the Third World, particularly in countries in which the War on Terrorism is being fought.



**Anne Hammerstrom**  
**(Class of 2005, Co. D-4, Hudson, OH)**  
*Marshall Scholarship*

Anne is a Physics major and currently serves as the 4th Regiment's Logistics Officer. Last summer she interned at the Defense Intelligence Agency, in the Directorate for Technical Collection. Although she spends the majority of her spare time rowing with Army Crew, she also enjoys participating in the Philosophy Forum and Officers' Christian Fellowship. Recently, she has been helping to establish a new mentorship club that will pair cadets with children who lost parents in the September 11th attacks. A future Aviation Officer, she will study for a masters degree in Science and Technology Policy at Cambridge and will conduct masters work in the History and Philosophy of Science and Medicine

Olmsted Scholars are selected after at least 3 years of commissioned service. The following is a listing of all Olmsted scholars selected in the past 5 years:

**2010**

<b>Rank</b>	<b>Name</b>	<b>USMA Class</b>
CPT	Timothy Peterman	'00

**2009**

<b>Rank</b>	<b>Name</b>	<b>USMA Class</b>
CPT	Christina Bembeneck	'00
MAJ	Wibur Hsu	'99
CPT	Joshua Taylor	'00
MAJ	Daniel Young	'98

**2008**

<b>Rank</b>	<b>Name</b>	<b>USMA Class</b>
CPT	Richard A. Blackburn	'98
CPT	Christopher M. Wilkinson	'99
CPT	Kristian C. Karafa	'99
MAJ	Jacob M. Kramer	'97
CPT	Ryan P. Sullivan	'00

**2007**

CPT	Jason W. Condrey	'97
CPT	Jame T. Eldridge	'98
MAJ	Lino Miani	'97

**2006**

MAJ	Todd R. Kishpaugh	'96
MAJ	Michael T. Grissom	'96

**2005**

CPT	Geoffrey R. Van Epps	'95
LT (USN)	Michael D. Nordeen	'98

**2004**

MAJ	Michael J. Birmingham	'94
MAJ	Andrew F. MacLean	'94

Dr. SNYDER. Among active duty personnel in the Army, how many general officers are USMA graduates? Of the total active duty Army general officer population, what percentage does this number represent?

General FINNEGAN. USMA graduates historically represent 20% of the commissioning cohort each year. The proportion of USMA general officers is well above this rate. USMA general officers represent 40% (133) of the current total active duty general officer population (332 GOs). The proportion of the LTG and GEN ranks are even higher (See Table 1).

All		USMA	
Grade	Number	Number	Proportion
2LT	10146	1956	19%
1LT	7197	984	14%
CPT	25772	3574	14%
MAJ	16545	2153	13%
LTC	11202	1653	15%
COL	4823	785	16%
B G	168	64	38%
M G	104	39	38%
LTG	49	25	51%
GEN	11	5	45%

Table 1. USMA Distribution across Active Duty population

Dr. SNYDER. Please comment on the utility of the most recent professional military reading list compiled by Chairman Skelton.

General FINNEGAN. The Defense and Strategic Studies major includes some of these books in its required courses. Elective courses introduce about 20 of these texts in classes and the MX400 Professional Military Officer course for first class cadets lists some of these books as choices for the professional biography reading assignment.

The list contains many popular books that faculty consider good professional and good personal reading. Few of the texts, if any, form the basis for any specific major, but as a collection, the list is useful for cadets and faculty in prioritizing their professional and educational reading. Rep. Ike Skelton's new reading list is a national security reading list of 50 essential books. There are quite a few professional military reading lists available and they are all helpful to the student of history, governance and the military profession. As Chairman Skelton stated, "officers and senior enlisted members need to read books about military strategy and American history to benefit from lessons of the past and better understand American values." His selected books highlight topics relating to national defense, thereby having great utility for those interested in national defense issues.

Dr. SNYDER. Does the USMA have information technology challenges? If so, please describe them. Are there educational advantages or disadvantages associated with maintaining a ".edu" versus a ".mil" internet domain registration? Are there advantages or disadvantages with maintaining both domain registrations?

General FINNEGAN. There is a constant three-fold challenge.

First, we must maintain a technology infrastructure representative of top-tier educational institutions and the ways they employ technology to support learning, program administration, and communication.

Second, we must consistently provide a vibrant and relevant education regarding current and emerging technologies, including both those specific to Army and the DoD and also the broader commercial technology sphere.

Third, our network security environment is challenged by the confluence of our academic requirement for exploration and collaboration, "student life" requirements, and the increasing frequency of DoD security requirements and actions resulting in operational constraints or changes to our work processes as a result.

The first two challenges require significant, steady financial investments to update existing facilities and adopt emerging technologies as they appear. Many of the requirements exceed those of average Army installations. The Army has generally made the needed investments for decades, but recent trends have been negative. Some equipment has not been updated, and some desirable emerging technologies and support to enhance cadet education are unresourced within the Academy budget. To some extent, these shortfalls are being made up through external government resourcing of faculty and cadet research and outreach projects.

In pursuit of managing the third challenge, West Point is vigilante it's efforts to secure IT operations and has taken significant steps to ensure compliance with DoD security requirements. This is a challenging goal given its requirement for continuous communications in a global academic sense beyond traditional DoD borders. Operational processes differ depending on a garrison's mission; the model of network security that works well at non-academic sites such as Fort Bragg or Fort Hood may have a very different effect when applied to West Point's college mission imperatives. Providing a more open network security policy to facilitate academic pursuits and student life is possible, however it requires the application of more granular controls. These controls translate to tools that vary from standard Army installations, a more demanding set of systems administration and security skills, and additional manpower requirements.

**Are there educational advantages or disadvantages associated with maintaining an ".edu" versus a ".mil" internet domain registration?**

There are distinct educational advantages for Military Academy faculty, staff, and cadet communication to maintain a .edu domain registration. It is a fact of modern life that Internet address domains communicate the professional affiliation of people who use them. People at West Point find it useful and important to communicate an educational affiliation in some cases and a military affiliation in others. The ".edu" suffix, for example, is available only to accredited educational institutions. Consequently, it immediately confers a modest form of legitimacy by its use alone. A faculty member attending a conference or collaborating on a scholarly paper with colleagues at other schools is likely to use "usma.edu" web and email addresses for this reason. The same faculty member consulting with a government agency is likely to use "army.mil" addresses in order to convey his or her service connection.

Perhaps the greatest importance of the "usma.edu" domain is in communications with prospective cadets and their families, where the educational aspect of West Point is often paramount.

It is noteworthy that the Air Force Academy for many years maintained only af.mil addresses, but changed within the last few years to dual domains for the reasons cited above.

**Are there advantages or disadvantages with maintaining both domain registrations?**

The advantage lies in the flexibility cited above, allowing West Point personnel to operate in both domains. There are some modest technical issues, but since both “usma.edu” and “usma.army.mil” have been in active use since approximately 1989, these have long been solved, and the solution is part of the IT fabric of West Point.

The disadvantages lie in the increased IT management, operations and security complexity inherent in two domains within a single geographic footprint. Additionally, until a common enterprise directory capability is established and shared between the domains, the users in the .edu domain cannot easily look up their .mil Army counterparts in the Army’s master Global Address List (GAL).

Dr. SNYDER. The JCS Chairman’s Officer PME Policy includes a requirement for each of the service chiefs to provide the CJCS with reports on the joint education programs at the pre-commissioning and primary levels. We want to know the significant findings and recommendations of your 2006 Report and whether you would anticipate significantly different findings and recommendations three years later?

Captain KLUNDER. The Navy has a variety of schools that teach pre-commissioning joint education. In 2006, the Navy reported that pre-commissioning joint learning objectives were being fully met through the courses of instruction at the U.S. Naval Academy and Naval Reserve Officers’ Training Corps (NROTC) units. Joint learning objectives were not being fully met at Officer Indoctrination School (OIS), Officer Candidate School (OCS), the LDO/CWO Indoctrination Course or the Direct Commission Officer Indoctrination Course (DCO), and Naval Science Institute (NSI). In these cases, recommendations were made to incorporate joint learning objectives into the Professional Core Competencies (PCCs). PCCs are used for developing course objectives and are the approved professional training requirements for officer accession programs. These competencies are the minimum which should be instructed, and are based on fleet requirements.

Since 2006, significant changes have occurred within the non-NROTC training pipeline. All Officer training programs have been consolidated at Officer Training Command (OTCN), Newport, R.I. PME topics are covered in all OTCN curriculum (OCS, ODS, LDO/CWO, DCO, NSI) and are currently under revision. Included in the curriculum redesign is a more thorough PME exposure for all pre-commissioning candidates. With the implementation of the new curriculum, OTCN graduates will be fully prepared to transition into the Navy’s Primary PME courses.

Navy community-specific schools continue to provide educational elements related to the CJCS Primary learning area, Joint Warfare Fundamentals. The Warfare Specialty Schools were generally found to be meeting joint learning objectives for joint warfare; however, they were not routinely covering the “Joint Campaigning” PCC. Of the PME courses reviewed by the individual institutions, the majority are designed for first tour junior officers and “Joint Campaigning” is deemed beyond the skill set expected of a first fleet tour junior officer. The “Joint Campaigning” is an area that is a staff training objective and outside the scope of Individual Warfare Specialty Schools.

The Navy’s Primary PME course was first fielded by Naval War College in May of 2006 via Navy Knowledge Online. Currently, there are over 16K students enrolled in the Primary PME course which satisfactorily addresses joint learning areas and objectives. The program is available to all active duty and reserve members and is updated on a regular basis to remain current and relevant.

Dr. SNYDER. Chairman Skelton is persuaded that the historical case study is a particularly good way to teach both history and strategy. Do you use the case study method, and if so, to what ends?

Captain KLUNDER. Historical case studies are used in various classes and applications at USNA. The USNA curricula include one core history course (HH104) that provides all midshipmen with a foundation in naval/military history. The emphasis on the study of strategy varies, however, by individual professor. The level of analytical rigor in the core course is that appropriate to a freshman or “Plebe”. When case studies are used, they typically entail only one lecture period, unlike the Naval War College where students rigorously analyze the historical cases over the course of several lectures. The shorter case studies match the maturity and sophistication of students in a one semester, freshman-level course.

The USNA core curricula also include a course on Naval Warfare, taught at Luce Hall. Case studies are used in the Naval Warfare Course (NS300) to reinforce lecture points and to demonstrate examples of historical naval situations. The Battle of Midway, the Amphibious landing at Inchon, the Battle of Yorktown, Air-to-Air combat in Vietnam, and Naval and Joint Logistics in the 1991 Gulf War are the specific case studies utilized. In addition to historical examples, our instructors are encouraged to use their real life experience to drive home the importance of Command and Control, Commander’s intent, and standard planning procedures.



There remains a last option for midshipmen, if they are so inclined, to gain a better understanding of naval/military history and strategy. The history department offers a broad range of higher-level courses (e.g., HH381, Warfare in the Middle Ages; HH383, The Age of Total War 1815–1945; HH386A, History of Airpower; HH386C, History of Modern Counter Insurgency). These electives include a substantive discussion of the evolution of strategy, in some cases using the case study method. These electives, taken together on a yearly basis, can provide up to 1,000 midshipmen the opportunity to study both strategy and naval/military history (in practice, many of same students take more than one course, thus the brigade coverage is less than the theoretical maximum of one thousand possible midshipmen). Furthermore, the academy recognizes the importance of a higher level analysis of naval history and strategy and will offer in Spring 2010 a specialized course, “Readings in Grand Strategy”. In addition, the academy recognizes the importance of an interdisciplinary study of military/naval history, military technology, and strategy, and is considering other initiatives that might improve midshipmen education in this area.

Dr. SNYDER. Why do the Service Academies only award Bachelor of Science degrees? What would be the professional effect of offering Bachelor of Arts degrees in certain academic disciplines? What would be the professional effect of offering alternate tracks within Bachelor of Science programs that would be heavier on humanities and social science requirements?

Captain KLUNDER. A B.S. degree is specified in Title 10. Also, meeting the needs of warfare communities requires some flexibility. This necessitates a core program that prepares midshipmen sufficiently for any warfare community. The heavy emphasis on Science, Technology, Engineering and Math (STEM) in the core justifies the B.S. degree.

Currently, there are opportunities for midshipmen in STEM majors to increase their education in humanities and social science and there are opportunities for non-STEM majors to enhance their education in mathematics, science and engineering.

There are also opportunities for midshipmen in STEM majors to take more coursework than that required for graduation in areas of humanities and social science. Those opportunities may arise from course validation, overloading or attending summer school.

Dr. SNYDER. Does the amount of time needed to provide each midshipman with a knowledge base in engineering allow the latitude to balance academic pursuits with respect to the hard sciences, social sciences, communications skills, military studies, and the humanities, especially history, as they relate to a foundation in strategy?

Captain KLUNDER. All midshipmen are required to take four courses in mathematics, two with lab in chemistry, two with lab in physics. Many are free to take more “hard science” as electives. All midshipmen are required to take two courses in English, three in history, one in government, one in ethics and moral reasoning, and two more electives in humanities and social sciences. All midshipmen are required to take at least five courses in engineering. All midshipmen take a course in naval strategy and tactics. This core foundation provides a balance for whichever area the midshipmen choose for their major—whether it is engineering, mathematics, science, humanities, or social sciences.

Dr. SNYDER. To what extent is the USNA’s engineering-based curriculum preparing midshipmen to become effective officers on the ground in Iraq, Afghanistan, and elsewhere?

Captain KLUNDER. Our core engineering and math/sciences based curriculum has proven to be very successful in the preparation of our midshipmen to handle and understand the intricacies of today’s modern weapons systems and machinery. What we are also extremely proud of, however, is our ability to properly prepare our young men and women to lead sailors and marines into combat and non-combat environments. This important aspect of our graduation requirement is accomplished by all midshipmen receiving a commission into the Naval Service. To ensure we are developing effective leaders that can succeed in Iraq or Afghanistan we have incorporated a leadership training curriculum that includes the utilization of two new educational and training divisions “The Division of Character Development and Training” and “The Division of Leadership Education and Development”. In both of these divisions, the curriculum spans all four years and is designed to provide the Brigade of midshipmen a solid theoretical foundation in leadership values that is reinforced through summer training deployments, exercises, and career information programs.

An additional focus area that has enhanced our leadership and character development curriculum is the Naval Academy’s Language Proficiency, Regional Expertise, Cultural Awareness (LREC) program. Adopting a multi-disciplinary approach, the

Naval Academy has been able to expose the majority of midshipmen to a full spectrum of joint, regional, and interagency operations. Either through small extensive in-country immersion programs, to larger foreign language immersion experiences, to effective foreign military exchange and embassy internship programs all midshipmen were able to acquire greater knowledge regarding the languages, history, politics, economies, culture and civilizations of strategically important regions of the world.

Dr. SNYDER. At the USNA, we know that the “midshipman experience” is a combination of academic and professional development curriculum, leadership opportunities, summer training and travel, competitive athletics, etc. How do you factor service, JCS, and DOD requirements into the overall pre-commissioning experience?

Captain KLUNDER. Incorporating all the important requirements for the breadth of training morally, mentally and physically is challenging. We have an Academy Effectiveness Board of senior leaders that meets monthly to make recommendations to the Superintendent on integration of all requirements into our curriculum. Based on this review, we have made changes in recent years and added inputs from guidance established by JCS, DOD, and Navy.

Specifically, USNA used the 2006 Triennial Report on Pre-Commissioning JPME assessment as a foundation to refine its professional classroom instruction and practical fleet training to better align with the JCS Chairman’s Officer Professional Military Education (PME) Policy. For example, classroom instruction in the NS300 Naval Warfare course was enhanced based upon 2006 Triennial Report recommendations. In this course, learning objectives are derived from CJCSI 1800.01C to include:

- Know the organization for national security and how defense organizations fit into the overall structure. Know the organization, role and functions of the JCS. Know the chain of command from the President and the SecDef to the individual Service headquarters and to the unified commands. Know the primary missions and responsibilities of the combatant commands. Know the Military Services’ primary roles, missions and organizations.
- Describe the nature of American Military Power. Identify the values in Joint Warfare. Understand fundamentals of information operations. Know how to access joint learning resources.

Other focus areas where value was added to the JPME training curriculum include the establishment of two new educational and training divisions “The Division of Character Development and Training” and “The Division of Leadership Education and Development”. In both of these divisions, the curriculum spans all four years and is designed to provide the Brigade of midshipmen with a solid theoretical foundation reinforced through summer training deployments, exercises, and career information programs. Of particular note, the Plebe Summer Character sessions, the Professional Reference manual (Pro-Manual), the Midshipman Leadership Development Guide (MLDG), and the Reef Points informational booklet all provide easy-to-use instructional tools that assist the midshipmen’s PME development.

One final area of PME that was enhanced following then 2006 Triennial Report was the Naval Academy’s Language Proficiency, Regional Expertise, Cultural Awareness (LREC) program. Adopting a multi-disciplinary approach, the Naval Academy was able to expose the majority of midshipmen to a full spectrum of joint, regional, and interagency operations. Through small extensive in-country immersion programs, to larger foreign language immersion experiences, to effective foreign military exchange and embassy internship programs, all midshipmen were able to acquire greater knowledge regarding the languages, history, politics, economies, culture and civilizations of strategically important regions of the world.

Dr. SNYDER. How frequently are major reviews of the core curriculum conducted? What is the process for review and for the implementation of any recommended adjustments?

Captain KLUNDER. Major reviews of the curriculum occur about every five to ten years. A review that surveys the needs of the Navy and Marine Corps has typically occurred once per decade. Five and ten year reviews are dictated by Middle States Accreditation. Reviews of parts of the curriculum occur continually. Each department undergoes external review on a regular basis. Changes to the curriculum come from departments and are reviewed at higher levels by their divisions (colleges), the Faculty Senate, the Dean, and the Superintendent. Superintendents have directed general changes and departments have implemented them after the aforementioned review process.

Dr. SNYDER. Do your military faculty members get promotions and are they selected for command? Please provide statistics for the last five years.

Captain KLUNDER. Rotational Military Faculty are eligible for promotion; these officers can be and are selected for command based on the quality of their records. The long term military faculty—Permanent Military Professors—are eligible for promotion as well. Many have served in Command, but once selected for PMP, they are no longer eligible for Command.

With the exemption of the Permanent Military Professors from U.S. Navy DOPMA quotas in NDAA 2005, the Academy has been able to establish up to 16 Captain (O-6) PMP billets. PMP promotion opportunity to Captain for the foreseeable future is up to three selectees per year through FY14. Statistics to date for PMP promotion are

FY08: 1

FY09: 3

Dr. SNYDER. Some USNA faculty reported a lack of transparent appraisal and renewal recommendation procedures. Please discuss the tenure system at your institution? What feedback have you received from civilian faculty with respect to these procedures?

Captain KLUNDER. The tenure system and its requirements are described in detail in the Faculty Handbook, recently updated (2008) and available to all new and continuing faculty. The system in place is based on the policies and best practices developed by the American Association of University Professors (AAUP). Requirements are discussed in depth with all tenure-track faculty candidates prior to hiring. Ongoing mentorship and counsel is received from department chairs and senior faculty members.

Initial tenure-track appointments are renewed after three years, with a departmental review for reappointment occurring at the two-year point, accompanied by a letter from the Academic Dean and Provost offering reappointment along with a short appraisal of performance to date. This “mid-tenure” review is designed to provide both summative and formative feedback to the individual regarding progress toward tenure.

The Academy-wide Promotion and Tenure Committee reviews packages for tenure (and academic rank promotion) during the second three-year appointment, usually during the fifth or sixth year of service. Clear instructions are provided for preparing packages. Members of the Promotion and Tenure Committee are faculty colleagues appointed through due processes within the Faculty Senate. The percentage of faculty renewed after the first three-year appointment is nearly 100%. The percentage of tenure-track faculty who actually achieve tenure by their 6th year of Academy service (not counting those who may resign for reasons unrelated to performance) is about 95% over the past five years. These success rates are indicative of both the quality of the faculty being hired at the Naval Academy as well as the effectiveness and clarity/transparency of the promotion and tenure process. The Promotion and Tenure Committee provides verbal and written feedback following each review cycle to Division Directors, Department Chairs, and especially to those candidates for tenure who were not selected during the review. The Academy is somewhat unique among academic institutions in that faculty candidates may apply for tenure consideration more than once, i.e., during their 5th year of service and/or during their sixth year of service. If not selected by the sixth year of service, there is another full review during the seventh year of service. Of course, if not successful at that point, their faculty appointment at the Academy expires soon thereafter and is not renewed.

The Academic Dean and Provost meets with the Promotion and Tenure Committee after they have concluded their reviews and discussions relating to all candidates each year. Each case is thoroughly discussed again in this setting. The Academic Dean and Provost then approves the final recommendation list of successful candidates and informs the Superintendent.

Town Hall meetings are held annually, at the Division level, providing Promotion and Tenure Committee members the chance to convey guidance/clarifications to all faculty members, and to answer faculty questions in general.

The Promotion and Tenure Committee has met with specific departments upon request, especially where the criteria for tenure are less easily defined within the traditional academic framework, as a way to achieve the greatest possible transparency and clarity for faculty members in those departments. The Committee is also chartered as a standing committee within the Faculty Senate to update the basic processes as required, including the official written instruction regarding submission of packages for review. This instruction is updated typically in response to observed practices or requests for more clarification, especially as venues for scholarly publication evolve or new tools are developed for evaluating faculty performance.

In summary, feedback from faculty is periodically received regarding clarity of the instruction for preparing promotion and tenure packages; and feedback from entire departments whose disciplines are rapidly evolving is periodically received relating to assessment of scholarship. Both of these kinds of feedback are directly addressed as described above, with broad information also being shared via the annual Town Meetings and through interactions of the members of the Promotion and Tenure Committee within their departments and divisions. Questions or concerns regarding individual cases reviewed by the Promotion and Tenure Committee are addressed in a confidential manner, with feedback provided directly by the Promotion and Tenure Committee during outbriefs with the candidate and their chain-of-command, with written guidance provided as a follow-up to the outbriefs.

Dr. SNYDER. Since the 2004 "Larson Report," the USNA has instituted a permanent military professor (PMP) program. Please describe and discuss this program? How is it similar to, or different from, those of the other Service Academies? How many PMPs are stationed at the USNA? What are the numbers of PMPs according to rank? What is the projected target number of PMPs? How many PMP candidates are currently in school pursuing their advanced degrees? Please discuss any effect that PMPs may have on the USNA's leadership structure.

Captain KLUNDER. The PMP program was created in 1997 by then-Superintendent Larson as a cost-effective means of providing a stable cohort of military role models in USNA classrooms who can also provide meaningful curricular and personnel links to the operating forces of the Navy.

USNA has traditionally depended on a balance of civilian and military instructors to teach its classes. USNA has relatively fewer military instructors than its sister academies, as a result. The USNA PMP program—modeled on the Academy Professor program at USMA—is thus considerably smaller than counterpart programs at USAFA and USMA. There are 34 PMPs in residence at USNA in fall 2009; USAFA, if their budget is approved, will have 65, and USMA has 64. Unlike its two sister academies, USNA does not have any professors who serve as department heads and retire in the rank of O-7. There are 19 such officers at West Point and 21 at the Air Force Academy.

The Naval Academy currently plans for 50 PMPs on board. There are 21 PMPs in graduate school in the fall of 2009 pursuing the PhD.

PMPs' primary duties are as officer role models to midshipmen: in the classroom, in the direction of USNA courses, and in the maintenance of their discipline currency through relevant links to the Fleet and through collaborative research programs with midshipmen. Occasionally PMPs are asked to assume duties in the USNA leadership structure, as department chairs, deputy division directors, and, in one instance, as executive assistant to the Superintendent.

Dr. SNYDER. What is the cost of the Permanent Military Professor (PMP) program in real dollars? Recognizing that the PMP program is fairly new, how much time, on average, will PMPs spend on the faculty before reaching statutory retirement? What has been the shortest time on record? The longest? Have any PMPs been released from their commitment to serve on the faculty until statutory retirement? If so, why?

Captain KLUNDER. The principal cost of the PMP program is in O-5 pay and allowances (individuals' account funds): three years for those attending the Naval Postgraduate School (NPS) ( $3 \times \$174,991$ , the annual DOD composite rate for 2009), and  $4 \times \$174,991$  for those attending civilian graduate school. There are no tuition costs for NPS. We expect PMPs, on average, will spend approximately ten years on the faculty, including those who have asked for continuation beyond normal statutory retirement. No PMPs have been released from their commitment once they have arrived at USNA. Two officers have asked to be disenrolled while in graduate school because of the difficulty of the doctoral course of study at NPS.

Dr. SNYDER. To what extent may civilians from other government agencies, such as the State Department or the CIA, be detailed to the USNA faculty? How do these visiting faculty members help students better understand the perspectives of other agencies?

Captain KLUNDER. Other government agencies may enter into agreements, typically via Memoranda of Agreement, to have civilians detailed to USNA to serve as part of the faculty. One such agreement is currently in place with the National Security Agency. This agreement, which could serve as a model for additional agreements with other agencies, includes significant USNA involvement in the final step of the selection process, helping assure that the detailed civilian faculty member will have the greatest chance for success in the undergraduate teaching environment at USNA. Most of the candidates for these details do not have significant undergraduate teaching experience, and depending on the agency, most will not have the

Ph.D. degree. Note that USNA cannot accept candidates without at least a Masters degree in an appropriate discipline for accreditation purposes.

Detailees not only teach courses to midshipmen, but they also help established other relationships between USNA faculty members and their home agency, which can bear fruit in scholarly activity, including midshipmen involvement in many cases. Detailees may also be invited to address special gatherings of midshipmen, beyond their own assigned classes, so that their perspectives and insights can be shared with a broader audience at the Academy.

This past year, we have been approached by both CIA and the State Department with proposals to work together to draft Memoranda of Agreement for this very purpose, with a target of Fall 2010 semester for initial implementation.

Dr. SNYDER. How hard is it to attract top civilian faculty to the USNA? Do you offer tenure to civilian faculty candidates? What incentives do you offer civilian faculty candidates?

Captain KLUNDER. USNA competes in a national market to attract the very best civilian faculty. We are successful in doing so because we offer competitive salaries, an appropriate balance of teaching with scholarly expectations, sufficient funding for ongoing professional development, an opportunity to teach and learn with outstanding students, and a system that leads to tenure after 6 years for those who demonstrate outstanding performance. Hence, the vast majority of the civilian faculty are in such tenure-track positions (positions that are eligible to lead to tenure after six years); this is an important "attractor" for recruiting since institutions that do not offer tenure-line positions rarely compete effectively in a national market. These positions are ten-month academic year positions, with faculty in a leave-without-pay status during the 2-month intercessional (summer) period, unless other funding arrangements are made, such as external research sponsorship. This tenure-track model has been the foundation civilian faculty model at the Academy for many decades. All tenure-track civilian faculty members possess the Ph.D. degree, and all are expected to remain current in their academic disciplines in order to keep the curriculum for academic program current, vibrant, and exciting. The awarding of tenure requires that civilian faculty excel in the classroom as well as in their scholarly activities, and to be supportive of the "whole person" development of midshipmen consistent with our mission. This is a special combination of expectations which appeals to many potential faculty candidates.

There are several incentives that help in recruiting new civilian faculty. For about the last decade, we have offered newly hired civilian tenure-track faculty the option to apply for three years of summer intercessional salary support, subject to approval by the Academy's Research Council of the individual's proposed scholarly activities. Of course, faculty are still encouraged to pursue external funding via grant proposals, but for those unable to secure such funding, we have been able to provide this support, in partnership with the Office of Naval Research for technically oriented faculty. In addition, we have seen recent activity and improvement in the area of child care for civilian faculty, which has proven very helpful in recruiting junior faculty in the past couple of years.

On the other hand, there are also several challenges that impede our recruiting efforts. We have seen an increase in declined offers in some disciplines, typically related to the long-term pay parity with private sector counterparts. That is, in recent years, we have begun to see an erosion of salary competitiveness in the highest academic rank (Professor), which is attributed to the federal pay cap as applied in the Department of Defense. As this trend continues, we see a growing impact on recruiting faculty, especially in the disciplines whose markets sustain higher salary requirements (engineering disciplines, computer science, economics), since faculty hired into these disciplines will only have 12-14 years within their 30-35 year careers to be eligible for merit-based salary increases.

Other incentives common at many other academic institutions, including many public state universities and colleges, but which are not available to civilian faculty at USNA, include tuition assistance for faculty dependents and faculty housing arrangements.

Dr. SNYDER. Are there any significant impediments to sending USNA faculty members, whether civilian or military, for professional or academic purposes to foreign universities? Are there any significant impediments to sending faculty members for the same reasons to top tier universities within the United States?

Captain KLUNDER. No, although there are additional costs associated with per diem for temporary lodging, food and incidentals.

Dr. SNYDER. It has been asserted that institutional efforts to generate more diversity in the student body have had a negative impact on classroom dynamics and the quality of students and graduates. How do you respond to those assertions?

Captain KLUNDER. The Naval Academy has graduated warrior leaders for 164 years, and it continues to do so today. In order to carry out our mission with an all-volunteer naval force during a time of war, the Naval Academy has conducted a recruiting campaign to reach out to all of America, particularly in under-represented areas of the nation. We have found vast talent around the nation who simply do not know of the opportunity to serve their country through the Naval Academy. Our admissions department has reached out nationally to attract this talent. For the incoming freshmen class of 2013, we attracted over 15,300 applicants—a 40% overall increase and the most in 21 years. Included in the much larger applicant pool is a 57% increase in minority applications from the previous year. The result is the Class of 2013 is the most geographically, racially, and ethnically diverse class in Academy history.

The Class of 2013 is comprised of well-rounded talent that brings a broad spectrum of experience to the Naval Academy. The Naval Academy admits only highly motivated young men and women based upon their combined excellence in academics, athletics, leadership potential and community service. While SAT scores alone are not predictors of success either at the Naval Academy or in the Fleet, it is significant to note that when their scores are compared to their national college-bound ethnic peers, Naval Academy Hispanics were in the top 5%, African-Americans were in the top 6%, and Caucasians were in the top 11%. Quite simply, because of the increased outreach efforts, we greatly increased number of applications. The Class of 2013 has more minorities because more highly qualified minorities applied.

Quality is high, spirit is high, and we will continue to train the finest students in the nation morally, mentally, and physically to be among the finest leaders for our nation.

Dr. SNYDER. Does the USNA receive funding for the purpose of promoting diversity? If so, how is this funding utilized?

Captain KLUNDER. USNA outreach efforts are typically within the operating funding provided to USNA Admissions Department as part of their efforts across the nation in attracting youth. However, in the FY2008 National Defense Authorization Bill congress specifically added \$460k to the U.S. Naval Academy for diversity outreach. This funding was used to enhance the outreach efforts including travel of midshipmen for school visits, outreach across the nation by midshipmen groups like the USNA Gospel Choir, STEM camps at USNA and STEM outreach. Finally, on a case-by-case basis, private gift funds are sometimes available to support specific actions or programs from private donors.

Dr. SNYDER. Please provide a comprehensive list with numbers of all outside scholarships awarded to USNA graduates over the past five years, together with a brief description of each.

Captain KLUNDER. Voluntary Graduate Education Program (VGEP). The VGEP Scholars begin working toward advanced degrees at local universities in the spring semester of their senior year at the Naval Academy. They are continuing their graduate work as junior officers in the Navy and Marine Corps. The VGEP Scholars will complete their community schools in January of the following year.

2005	20
2006	19
2007	20
2008	19
2009	19

Immediate Graduate Education Program (IGEP) at the Naval Postgraduate School and Air Force Institute of Technology. The IGEP officers participate in accelerated one-year master's degree programs in designated technical curricula.

2005	48 (18 Aviation, 13 Surface, 17 Submarine)
2006	39 (14 Aviation, 17 Surface, 8 Submarine)
2007	22 (13 Aviation, 5 Surface, 4 Submarine)
2008*	6 Bowman Scholars (5 Nuc Submarine, 1 Nuc Surface)
2009*	5 Bowman Scholars (4 Nuc Submarine, 1 Nuc Surface)

\*IGEP at NPS limited to just nuclear power Bowman Scholars.

Authorized to accept scholarships at civilian universities—allows up to 24 months for the officers to complete their master's degrees before attending their service schools.

2005	40 (33 Navy and 7 Marine Corps) (4 Rhodes, 1 Marshall)
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2006	32 (23 Navy and 9 Marine Corps)	(3 Rhodes, 0 Marshall)
2007	39 (34 Navy and 5 Marine Corps)	(1 Rhodes, 1 Marshall)
2008	32 (20 Navy and 12 Marine Corps)	(1 Rhodes, 3 Marshall)
2009	38 (21 Navy and 17 Marine Corps)	(0 Rhodes, 4 Marshall) (9 Rhodes, 9 Marshall)

Numbers of Rhodes Scholarships to Oxford and Marshall Scholarships to United Kingdom Universities are indicated on the right and are included in the summary totals for each class.

Secretary of the Navy/Office of Naval Research Oceanography Program at Massachusetts Institute of Technology/Woods Hole Oceanographic Institution.

2005	3	
2006	2	
2007	0	Graduating midshipmen became ineligible for
2008	0	the Oceanography at MIT program starting with
2009	0	the Class of 2007.

Burke Program students begin graduate work, usually at the Naval Postgraduate School, after their first operational tour in the Navy or Marine Corps.

**Navy Burke Program**

2005	48 (15 principals and 33 alternates)
2006	47 (15 principals and 32 alternates)
2007	24 (15 principals and 9 alternates)
2008	28 (15 principals and 13 alternates)
2009	29 (15 principals and 14 alternates)

**Marine Corps Burke Program**

2005	23 (15 principals and 8 alternates)
2006	23 (15 principals and 8 alternates)
2007	15
2008	14
2009	15

Olmsted Scholarship Nominees. The nominees will be screened for the Olmsted Scholarship three to ten years after commissioning, by Navy-Marine Corps screening committees. Ultimately, up to 10 Navy and 3 or more Marine Corps Olmsted nominees may be selected for graduate study at foreign universities, using a foreign language.

2005	29
2006	27
2007	32
2008	37
2009	46

Dr. SNYDER. Among active duty personnel in the Navy and Marine Corps, how many Flag and General officers are USNA graduates? Of the total active duty Navy and Marine Corps Flag and General officer populations, what percentages do these numbers represent?

Captain KLUNDER. USNA records indicate 13 of 107 Active Duty Marine Corps General Officers are USNA graduates (12%). The current number of active duty Navy Flag Officers who are USNA graduates is 137 (includes flag selectees). The percentage of active duty Navy Flag Officers is 49% (includes flag selectees).

Dr. SNYDER. What are the specific lengths of commitment incurred by USNA graduates, according to Service selection and/or specialty?

Captain KLUNDER. For Naval Aviation, Navy pilots serve a commitment of eight years after earning their wings and Naval Flight Officers serve six years after earning their wings. For USMC, rotary pilots serve six years after wings and fixed wing pilots serve eight years. For USNA graduates who attend the Uniformed Services University of the Health Services and become Medical Officers their active duty commitment is twelve years. All other designators or military occupational specialties incur the USNA minimum active duty service obligation of five years.

Dr. SNYDER. What are the current retention figures for USNA graduates among active duty Navy and Marine Corps personnel, respectively, at the five-, ten-, and fifteen-year milestones?

Captain KLUNDER. For Navy, personnel retention rates of USNA graduates based on 2001–2006 career continuation rates are 80.8% at five years, 41.4% at ten and 33.1% at fifteen years. For Marine Corps, personnel retention rates are 90.7% at five years, 48.4% at ten and 36.1% at fifteen.

Dr. SNYDER. Please comment on the most recent professional military reading list compiled by Chairman Skelton.

Captain KLUNDER. #1. History Matters: This may seem rather over-simplified, but when discussing Geo-Political Issues and U.S. engagement in strategic regions around the world it is clear that one should have a thorough understanding of that region and its history. Works like Kaplan's "Warrior Politics", Sun Tzu's "The Art of War", and Handel's "Masters of War" are some that immediately resonated with me.

#2. Battles & Conflicts Repeat Themselves: In my study of conflicts, great warriors and leaders often recognize the same critical elements for mission success. Sir Gavin De Beer's "Hannibal", Keegan's "The Book of War", and Freeman's "Lee" have particular significance in this area.

#3. Study Great Leaders: The piece on Stonewall Jackson by Robertson and the interesting read on Lincoln, "Team of Rivals" by Goodwin are most interesting.

#4. A Strong Read for this Era: I am convinced that David Kicullen's "The Accidental Guerilla" will influence our decisions for many years to come with regard to modern warfare.

#5. Truly Understanding Afghanistan: If a reader wants to get a comprehensive understanding of current Afghanistan society, one should spend some time with Barnett Rubin's "The Fragmentation of Afghanistan". It is a detailed read, but extremely insightful (recommend adding to the list).

#6. Understanding Military Discipline: This pertains to aviation; however, the reader will quickly appreciate how critical discipline becomes to a unit's mission success by reading Tony Kern's "Flight Discipline" (recommend adding to the list).

#7. U.S. Navy Aircraft Carriers: There is no better read on the U.S. Navy's Aircraft Carrier than ADM James Holloway's "Aircraft Carriers at War" (recommend adding to the list if an Aircraft Carrier work is desired).

#8. If You Don't Read, You Can't Lead: We had a renowned speaker come to the Naval Academy (Dr. Samuel Betances) and he mentioned these strong words. In the discussion, he also recommended "Future Think" by Edie Weiner and Arnold Brown. I have just picked it up, but the initial feedback regarding this book is very positive. It is a very healthy read on managing change.

#9. Overcoming Resistance: "The War of Art" is another book that I have just been recommended to read. It deals with achieving goals by overcoming the resistance and hurdles that always seem to get in the way. I haven't picked it up yet, but this is my next one in the queue.

#10. A Reading List is Created to Share: Thank you for sharing your list with me. I clearly remember Chairman Skelton speaking to my graduating class at National War College and one of the important points he stressed regarded continual reading and learning. I am trying to honor those words.

Dr. SNYDER. Does the USNA have information technology challenges? If so, please describe them. Are there educational advantages or disadvantages associated with maintaining a ".edu" versus a ".mil" internet domain registration? Are there advantages or disadvantages with maintaining both domain registrations?

Captain KLUNDER. The Naval Academy's information technology challenge is to provide information technology to a U.S. Navy Echelon II Command, in a competitive university setting, supporting a timeless pedagogical mission, within the boundary conditions established by the military.

There are significant advantages (and requirements) associated with a ".edu" network/domain.

The Naval Academy's mission is exceptionally different from other Navy commands; consequently our use of information technology (IT) is inimitable when compared to other Navy organizations.

Operating as a .mil (e.g. in a .mil domain) does not support the context within which the Naval Academy uses IT. The context dictates the technology required, who uses it, and how it is used. Our context is completely different than traditional naval shore establishments and sea commands, including training commands. Most of the differences are reflected in how the information and communication technology is acquired, developed, integrated, and used. Examples of the context include:

Accession	Accession source for ~1000 officers into the Navy and Marine Corps
Education	Undergraduate degree granting institution
Research	Pedagogical, scientific, and industrial research



Athletics	NCAA participation in ~30 Olympic sports at the intercollegiate level
Accreditation	Academic and professional accreditation for all academic programs
Collaboration	Collaborative membership in international research and education network
Exploration	Evaluating technology futures—keeps us competitive with our peers

Each of the above requires a unique blend of hardware, software, network/communication capabilities, and security either not available, or not allowed on a .mil network.

“.Mil” networks cannot support the complexity, diversity, agility, responsiveness, and flexibility required of competitive, degree granting, and fully accredited educational institutions such as USNA.

By design, Academic programs (and therefore the Naval Academy), require innovation, experimentation, and research as a requirement for accreditation and as a requirement to improve teaching and learning (pedagogy).

There are no advantages and significant disadvantages as discussed above.

Dr. SNYDER. Chairman Skelton is persuaded that the historical case study is a particularly good way to teach both history and strategy. Do you use the case study method and, if so, to what ends?

Colonel TANOUS. The faculty at the Squadron Officer College (SOC) agrees with Chairman Skelton and uses case-study methodology in both the Air and Space Basic Course (ASBC) and Squadron Officer School (SOS). The use of the case-study method aids in teaching history and strategy, but is also valuable in strengthening students’ skills in critical thinking. Through their use of case studies, students conduct analysis and have their interpretations of facts challenged by peers and instructors alike.

The Air Force chartered ASBC to educate junior officers in the capabilities and limitations of the U.S. Air Force. Those capabilities and limitations are detailed in the Air Force Doctrine Document (AFDD)–2 series. SOC is using case studies to drive ASBC students into the applicable doctrine, allowing them to discover linkages between historical events and current doctrine, but also facilitating critical thinking about the applicability and currency of the existing doctrine.

SOC employs case-study methodology in SOS in support of that School’s leadership-development mission. Students are exposed to case studies and biographical information to analyze, assess and comment on leadership traits and experiences of the past. In this way, they correlate past leaders’ approaches and accomplishments to today’s challenges and determine better ways to overcome obstacles and achieve success.

Dr. SNYDER. How do you factor Service, JCS and DOD requirements into your approach to educating and developing junior officers?

Colonel TANOUS. Service requirements are levied on the Squadron Officer College (SOC) through the Air Force Learning Council and the Institutional Competency List (ICL). Joint and DOD requirements are transmitted via the *Officer Professional Military Education Policy* (OPMEP), contained in CJCS Instruction 1800.01. In addition to the OPMEP, the Joint Staff/J–7 Joint Education Branch conveys additional topics it wants covered via its annual list of “Special Areas of Emphasis.” SOC also responds to learning requirements levied by the Air Education and Training Command, Air University, and the Professional Center for Officer Development.

SOC regularly reviews assigned learning requirements to ensure the curricula of its programs meet or exceed desired learning levels in each area. Where shortcomings are noted, curriculum items are added or revised appropriately. Similarly, requirements that are deleted are reviewed to determine if they are no longer relevant to the curriculum and, if determined to be inappropriate for retention, are eliminated.

All curriculum decisions, to include additions, revisions and deletions, are weighed against the entire curriculum within any given education program. Professional educators ensure programmatic decisions are enacted in such a manner as to ensure a coherent educational experience consistent with the mission and desired learning outcomes for each academic program.

Dr. SNYDER. In thinking about how to integrate the curricula of ASBC and SOS, how do you compensate for the fact that the two schools are years apart in an officer’s career—and thus much of what is learned at ASBC may be forgotten by the time an officer goes to SOS?

Colonel TANOUS. Curriculum integration is a major concern not just for Squadron Officer College (SOC) in its ASBC and SOS offerings, but across the entire continuum of U.S. Air Force Professional Military Education. To facilitate integration, the Air Force created a continuum of learning, encompassing training, education and experience. The Air Force Institutional Competency List (ICL) is based on this continuum and helps the schools define their programs and integrate their offerings across officers' careers.

Air University clarifies the Air Force's continuum guidance with its own publication, the *Continuum of Officer and Enlisted Professional Military Education Strategic Guidance*, commonly referred to as the "CESG." The CESG, most recently published in April 2009, incorporated the ICL, but adds several levels of granularity to ensure topic integration and minimize the potential for duplication across the University's educational offerings.

SOC "deconflicts" its educational requirements between ASBC and SOS to ensure that curriculum is developed commensurate with the specific needs of its students and assigned learning requirements. There is very little review of ASBC curriculum in the SOS program. The education and skills imparted through ASBC are reinforced through experience and review of military doctrine that occurs as a natural part of an officer's service.

A recent enhancement in officer education is SOC's new Leadership Development Program (LDP). The LDP consists of four, self-paced courses developed specifically to aid officers at particular points in their career. The Company Grade Officer Development Course reinforces precommissioning materials on officership and the profession of arms, building on that knowledge to address the expanding responsibilities and requirements junior officers face in the early years of their careers. The Flight Commander Course provides additional instruction in the areas of supervision and resource management. SOC's Organizational Leadership Course delves into organizational theory to aid students in designing, improving and leading organizations. Lastly, the Expeditionary Leadership Course addresses specific requirements related to deployment preparation and recovery, as well as unique challenges associated with leading people in austere and/or hostile environments. Together, the four courses of the LDP offer educational reinforcement of basic concepts while building on those concepts in areas that specifically meet the needs of today's junior Air Force officers.

In addition to LDP, Air Force officers also have the Warfighter Developmental Education (WDE) program, a series of five courses developed by the Curtis E. LeMay Center for Doctrine Development and Education and presented across Airmen's careers to help keep them current. The second of these courses, "Foundations of Warfighting," specifically targets junior officers. It complements the ASBC and SOS curricula and bridges the time between the two schools. The course reinforces students' understanding of air, space and cyberspace power employment from homeland to expeditionary operations; lessons critical to all Airmen, but particularly pertinent to these junior officers.

Dr. SNYDER. At the ASBC, virtually all USAF officers matriculate, even recent USAFA graduates. Recent graduates reportedly consider the ASBC experience to be a "huge waste of time." How do you try to make the ASBC experience a valuable one for students?

Colonel TANOUS. ASBC was developed with the intent to create within our junior officers an "Airman First" attitude, meaning airmen recognize themselves as components of their Service first and foremost, irrespective of accession source or specialty. While a challenging goal, over the course of the last decade the course has matured, and several successive Chief of Staff U.S. Air Force (CSAF)-directed initiatives have continued to improve ASBC, culminating in the current ASBC "Retool" effort. The collective result of the CSAF-directed initiatives, as well as internal reviews and student and faculty feedback, addresses many of the concerns referenced above. The singular focus for ASBC across Squadron Officer College (SOC) is to maximize the value of this unique learning opportunity for the entire officer corps just as they begin their careers.

As noted above, the CSAF-directed changes have significantly enhanced the ASBC experience, and today's ASBC bears almost no resemblance to the course our Lieutenants went through ten years ago. These included the addition of a "combined ops" curriculum (cooperative, experiential sessions between ASBC and Senior Non-Commissioned Officer Academy [SNCOA] students), new learning outcomes aimed at imparting a warrior ethos in ASBC graduates. SOC has recently completed a major adjustment in ASBC to achieve these ends, however; some replication between commissioning sources and the resulting educational program were almost immediately obvious to the students, faculty and staff. Just as quickly, SOC is making additional adjustments.

In terms of the expeditionary skills imparted in the Course, SOC has coordinated with Air Force expeditionary skills program managers to deconflict its offerings with those of the Academy, the Reserve Officers' Training Corps (ROTC) and Officer Training School (OTS). More importantly, SOC incorporated ASBC into its curriculum-revision undertaken earlier this year to elevate that program to higher levels of learning.

Instead of merely focusing on "the family business" and imparting warrior skills, the educational aims of the past, the revised ASBC is offering expeditionary skills in the intellectual context of 21st Century warfare. Students are immersed in a simulated expeditionary environment, but their learning experiences are specifically linked to Air Force doctrine and the context of modern warfare as never before. The result is a more coherent and more valuable learning experience.

The new ASBC program consists of three, key stages of development, each dedicated to a specific area of student learning. The course opens with the Blue Thunder experience, a simulated-deployment, tent city located on Maxwell Air Force Base where students are acquainted with the expeditionary skills and requirements that define modern Air Force operations. Blue Thunder serves as an "equalizer" for students from varying commissioning sources and specialties ensuring a common baseline of understanding for the next two stages.

In the second stage of development, students participate in three weeks of rigorous academics and one week of Combined Ops with students from the SNCOA. The academic portion of the course has been extensively modified to provide a far more rigorous learning experience; one specifically focused on higher-headquarters-directed learning requirements as they apply to these junior officers. The Combined Ops activities encourage collaboration, team-building and understanding between the junior officers and mid-level senior NCOs. In addition to experiential activities and problem-solving scenarios, there is ample time for interaction on issues of vital concern to today's Air Force. Many students in both ASBC and SNCOA consider the combined-ops experience to be the highlight of their educational endeavors.

In the final stage of the ASBC experience, Vigilant Warrior, students "deploy" to a simulated deployment site at a pristine location 25 miles north of the base. Here they are provided opportunities to demonstrate all that they have learned throughout the course in a series of challenging scenarios. This unique and rewarding learning experience is drawing rave reviews from students, faculty and staff alike both for its authenticity and its focus on real-world challenges.

Combined, the three stages of ASBC build upon the knowledge imparted in pre-commissioning educational opportunities, carrying students to higher levels of learning in the skill and knowledge areas most appropriate to junior military officers. They create an intellectual context into which students can better comprehend the importance of their unique contributions to the Air Force and Joint-Force missions they will support, and they have a broader understanding of the full spectrum of Air Force capabilities and the ways in which their Service supports Joint Force commanders and national security objectives.

This transformation of ASBC is still underway and will be complete in early 2010. SOC will continue to monitor very closely student, faculty and staff feedback as it progresses toward its goal of creating a gateway educational experience that prepares these junior Air Force officers for the operational challenges they will face in their careers.

Dr. SNYDER. We understand that there is a recently completed curriculum review that, among other things, focused on operational art, language and culture, and the balance of joint concepts between ASBC and SOS. The goal for ASBC is the "awareness level," and for SOS the "competency level." What more can you tell us about this review? Please differentiate the substantive meanings of the terms "awareness level" and "competency level."

Colonel TANOUS. The curriculum review was launched on 1 April 2009 and involved the identification and review of every learning requirement assigned to the Squadron Officer College (SOC). Conducted by a team of faculty and staff members from within SOC, but supplemented by educational experts across the University, the team identified a number of requirements that were not being adequately addressed, but also vast opportunities for improvement in terms of both curriculum currency and relevance. The team concluded its deliberations on 15 April, forwarding a curriculum plan for senior leaders to coordinate and approve. The plan was approved and launched on 1 May 2009. As of this writing, 101 of the 124 lessons of the new SOC curriculum are in work, with 22 already in use in the classrooms.

The new curriculum is focused entirely in SOS' core mission area, leadership. Using cutting-edge leadership theory, experiential activities, a new instructional approach that challenges students to be more proactive in their learning, and new as-

assessment strategies, students are developing enhanced communications and critical thinking skills even as they are honing their leadership skills.

The curriculum in ASBC is changing as well. The ASBC curriculum is delving further into the intellectual context of 21st Century warfare to make the existing expeditionary-skills and combined-operations (in conjunction with Senior Non-Commissioned Officer Academy students) portions of the curriculum more relevant. The curriculum updates in ASBC and SOS will be complete no later than March 2010, however, already SOC is realizing gains through its aggressive student and faculty feedback programs.

SOC envisions itself as the premier leadership-development institution in the U.S. Air Force; a program respected throughout the Air Force and beyond. With the changes underway today, SOC is well on its way to reaching its vision.

Other educational institutions agree. SOC has established partnerships with several educational institutions, both civilian and military, to expedite the changes underway. The results have been phenomenal. The University of Texas has visited to observe the new educational approach and has reported phenomenal successes. The Air Force Institute of Technology (AFIT) has assisted by designing a leadership-assessment survey that is helping SOS students comprehend their leadership strengths and weaknesses so they can build personal development plans. AFIT is also helping SOC reengineer its distinguished-graduate/recognition programs to better incentivize desired student behaviors. Michigan State University is collaborating with SOS to conduct a wargaming exercise that assesses and develops team-building and decision-making skills. These are just some of the partnerships contributing to the success of SOC's new educational approach.

SOC does not differentiate its educational offerings in terms of "awareness" and "competency" levels. Learning requirements are assigned by higher headquarters via the Air Force Institutional Competency List, the Joint Staff's *Officer Professional Military Education Policy*, the Air University *Continuum of Officer and Enlisted Professional Military Education Strategic Guidance*, as well as other mechanisms, typically using the learning levels associated with Bloom's Taxonomy. Those levels are: knowledge, comprehension, application, analysis, synthesis and evaluation. SOC reviews its assigned learning requirements and, at its discretion may exceed assigned learning levels in the interest of producing a better graduate for the Air Force.

It is inaccurate to state that the ASBC curriculum targets lower learning levels than SOS'. ASBC reaches desired learning levels in its focus areas, team-building, expeditionary operations and Air Force capabilities and limitations, often reaching application and analysis. SOS reaches its desired levels of learning in its focus area, which is leadership.

Dr. SNYDER. What constitutes "rigor" in your educational program? How do you establish and evaluate "rigor" for any particular course offering or academic program? Do you give letter grades? Please explain.

Colonel TANOUS. The Squadron Officer College (SOC) enhances the academic rigor of its educational offerings by focusing on higher levels of learning as defined by the Bloom's Taxonomy of Learning. Instead of rote memorization, a hallmark of past offerings, SOC is delving more deeply into activities that demand analysis and application from its students. Instead of multiple-choice testing and simple experiential activities, SOC is adopting a wide array of student assessments that combine to provide a more holistic picture of student learning and success while at the same time challenging students to master critical thinking and communication skills as an inherent element of their learning.

In support of these initiatives, SOC has completely revised its Academic Evaluation Plan. Part of that plan includes implementing letter grades for academic assignments. Additionally, rubrics are being created to guide instructors in assessing student performance. These rubrics, available to students in advance of their performances, help guide both students and instructors to focus on the desired behaviors and performance levels while simultaneously limiting subjectivity in instructor assessments.

In addition to these initiatives, SOC is currently revising its distinguished-graduate/recognition programs. The goal in this initiative is to incentivize those behaviors desired in SOC's students—those behaviors, skills and knowledge areas most desired by the Air Force and Joint Staff. Combined, these initiatives help instill and assess academic rigor as never before.

Dr. SNYDER. How does performance in primary-level PME matter for onward assignments? Should attendance of the primary-level PME schools in-residence matter for later assignments?

Colonel TANOUS. Squadron Officer College (SOC) has anecdotal evidence that distinguished graduates fare better in their future assignments. SOC is initiating an

endeavor to employ the institutional-effectiveness experts at the Spaatz Center for Officer Professional Development to conduct studies of demographic data to provide additional insights into the short- and long-term aspects of its educational offerings on students' careers.

This initiative is timely, given the fundamental alterations underway in primary PME. The new curricula in the Squadron Officer School (SOS) and the Air and Space Basic Course (ASBC) will produce officers whose knowledge and skill sets are more closely aligned to the needs of the U.S. Air Force and joint community. SOC expects that student and supervisor surveys will also bear out the value of the new approach. Although it is still too soon in this process to definitively claim success, early student, faculty and staff feedback clearly indicates SOC is on the right path. External reviewers, to include academic partners from civilian educational institutions and higher headquarters concur.

Attendance at primary-level PME should matter a great deal in considering officers' assignments. Attendance should not be just a "square-filler," however. Graduates from SOC's programs should possess skills and knowledge that set them apart from their peers who have not attended. They should be better leaders and more knowledgeable of Air Force capabilities. They should be better team-builders and have a broader working knowledge of Air Force processes. SOC should definitely "count" in assignment decisions, but the responsibility for making it "count" clearly lies with SOC. SOC has to create and deliver educational offerings that empower its students to success and make them more desirable to the Air Force. That transformation is underway. It is already producing early signs of success.

Dr. SNYDER. How do you evaluate the performance of the faculty and staff at your institution?

Colonel TANOUS. In addition to initiating a complete review and revision of its curriculum, the Squadron Officer College (SOC) simultaneously launched a comprehensive review of its faculty recruitment, development, evaluation and recognition programs this spring. In the past, faculty evaluations were conducted by the individual instructor's chain of command. Faculty duty was not well incentivized and the faculty was not empowered to provide coaching and mentoring. Instead, the faculty was limited to an evaluator/observer role.

All of that has changed. Robust development opportunities, to include preparatory courses, in-service educational opportunities and increased sharing among the faculty are now a regular part of the SOC teaching experience. Two of the preparatory classes have been reviewed by a civilian academic partner and graduated faculty members receive six hours of transfer credits into that University's Master's of Adult Education Degree.

Faculty observations and evaluations are conducted by senior staff members as well as identified master instructors across the faculty, with feedback directed at improving teaching performance. Instructional skills are incentivized with awards, "senior" and "master" rankings, as well as opportunities for off-duty research and participation in subject-relevant symposia.

Specific to this question, a new faculty-observation/evaluation form has been developed, with an accompanying Operating Instruction, to guide reviewers to identify and report on desired teaching behaviors in the classroom. The evaluation process relies on candid peer reviews, focused entirely on student learning outcomes.

The results of these initiatives are maturing now across the College. What was a few months ago a "band of brother instructors" is emerging as a faculty, committed to student learning and sharing ideas on better ways to reach students and guide them to achieve desired learning objectives. SOC is moving toward the graduate-level educational experience it seeks to become. The instructor observation/evaluation program is facilitating this transformation.

Dr. SNYDER. What is the SOC doing to eliminate perceptions among its military faculty that duty at the SOC is neither professionally satisfying nor career enhancing? Do these perceptions impact the school's ability to select qualified military instructors? Do your military faculty members get promotions and are they selected for command? Please provide statistics for the last five years.

Colonel TANOUS. In spring of 2009, the Squadron Officer College (SOC) simultaneously launched comprehensive reviews of its curriculum and its faculty recruitment, development, evaluation and recognition programs. These reviews uncovered vast opportunities for improvements in the educational programs SOC delivers in support of the Air Force mission. SOC is capturing and enacting these improvements which are being captured and enacted in a series of changes affecting lesson content and delivery, as well as faculty selection, preparation and support. The transformations underway at SOC are fundamentally altering the quality of instructors' assignments to the College.

First, SOC's academic day—as calculated in “contact hours” has been contracted to allow more time for faculty preparation and development, as well as more time for student reflection. The absence of time for grading papers, classroom preparation and professional development was a major detractor noted by past faculty members.

Secondly, SOC is better preparing its faculty for success. The time invested in faculty development reinforces SOC's commitment to its teaching staff. In return, this ensures a more capable and more committed faculty. Further, the interactive, developmental opportunities SOC is providing open additional avenues for communication providing faculty with a greater voice in the curriculum, delivery methods, and even College procedures.

Third, the focus of faculty duty is transforming. Moving from an observer-evaluator to a coach-mentor approach is empowering faculty members to become involved in their students success. Where in the past the faculty was on the sidelines observing students, they are now “in the game,” playing alongside their charges and extolling them to higher levels of achievement. This has created a far more satisfying experience for the faculty members while at the same time making them far more effective as educators.

Lastly, SOC is incentivizing top-notch teaching. In the past, SOC's awards programs tended to recognize outstanding performers who completed special projects outside of the classroom. Now SOC is recognizing its outstanding teachers and using them to model effective educational techniques across the College. In addition, SOC has identified a list of qualifications it desires in its new faculty members and is working with the Air Force Personnel Center to identify officers who meet or exceed these standards, knowing that the enhanced quality will translate into greater student respect and higher prestige for faculty. Lastly, SOC is incentivizing faculty duty through opportunities for additional education (SOC recently requested two additional Advanced Academic-Degree slots), attendance at subject-related symposia, opportunities for individual research, and opportunities to present research and personal experiences in faculty fora both within the College and beyond. Combined, these incentives and the increased responsibilities entailed in the new teaching approach are eliminating some of the major detractors of faculty duty identified in the past, and making an assignment to SOC more highly prized than ever before.

There is currently no statistical data supporting the relative value of faculty service. However, promotion rates for SOC have exceeded Air Force averages. For the last several years, the USAF promotion rate to the rank of major has averaged around 94%, and 74% from major to lieutenant colonel. In comparison the promotion rate for 2008 within SOC for captains meeting their primary board for promotion to major was 100%, as was the rate for Majors meeting their primary board for Lt Colonel. The impact may be discernable at more senior levels of service, however, that data has not been captured. SOC is working with the Spaatz Center for Officer Professional Development to develop new approaches to capture and analyze data supporting its institutional effectiveness program. Part of this initiative is to partner with the Air Force Personnel Center to capture demographic data looking into the areas of retention, promotion, and selection for command.

Dr. SNYDER. We understand that approximately 80 percent of USAF Captains go to SOS in-residence. Should the USAF establish a screening process for SOS to make attendance more selective?

Colonel TANOUS. In effect, a screening process already exists. Wing and Numbered Air Force commanders currently make SOS attendance selections based on those eligible to attend. Although these commanders have to take operational factors and timing into consideration, they nevertheless make a “quality cut” in their selection decisions. This process ensures that only the most qualified individual are selected to attend. No additional screening process is warranted.

Dr. SNYDER. Are we identifying the potential for high-level strategic thinking in promising young officers early enough in their careers? How is this potential for strategic thinking subsequently tracked and monitored?

Colonel TANOUS. The new Squadron Officer College (SOC) curriculum places a greater emphasis on critical thinking than at any time in the College's past. Students that perform well and indicate high capacity in this area will be recognized via the distinguished graduate program or through other student-recognition programs. These distinctions are recorded on the students' Training Reports (AF Forms 475) which become a permanent part of the officers' military record. As such, they are reviewed and pertinent excerpts are incorporated into recommendation forms at each promotion opportunity. In this way, the superior thinking abilities of these officers are tracked throughout their careers.

Dr. SNYDER. Please comment on the most recent professional military reading list compiled by Chairman Skelton.

Colonel TANOUS. Chairman Skelton's list provides both breadth and depth in exploring personalities and key events in military history. It is commendable in that it balances recent works on recent operations (*Fiasco, The Gamble, The War Within*, etc.) and works covering events and personalities throughout military history.

While an outstanding list for uniformed personnel and people associated with military operations, this list, in conjunction with Chairman Skelton's original list, constitutes 100 recommended works. Because of the tempo of operations in the military, a brief guide to the readings would be helpful so interested personnel could select those works most relevant to their current challenges and level of experience. For example, the Constitution—a reading from the first list—remains a touchstone reading that every military member should read and reference often. The biographies are most appropriate to officers who are transitioning from followership to leadership roles—about the 4–7 year point for Air Force officers. Strassler's Thucydides, however, is more appropriate to more senior officers, as it encompasses military and national strategies and the larger international security issues.

Therefore, the Squadron Officer College (SOC) recommends that the list be revised in such a way as to target specific audiences. Perhaps the "Google Books" descriptions could be replaced by a few lines guiding readers to works more pertinent to their specific levels of development, interests, academic pursuits or responsibilities.

In addition, SOC notes the singular lack of air, space and cyberspace power reading in the list. In the original list, there were two books specifically devoted to air power, Homan and Reilly's *Black Knights* and Coram's biography of John Boyd. In this list, we find Korda's *With Wings Like Eagles*, Davis' biography of Carl Spaatz, and Clodfelter's *Limits of Airpower*. In order to develop a broader understanding of joint-service capabilities, SOC suggests increasing the presence of air, space and cyberspace power offerings in the list.

Dr. SNYDER. Does the SOC have information technology challenges? If so, please describe them. Are there educational advantages or disadvantages associated with maintaining a ".edu" versus a ".mil" internet domain registration? Are there advantages or disadvantages with maintaining both domain registrations?

Colonel TANOUS. Yes. This is common to all educational institutions attempting to employ educational technology, however. For the readers' convenience, specific challenges are reviewed below:

- Limited information-technology (IT) resources: IT can be expensive. Investments in IT come at a cost, normally resulting in cuts elsewhere. Further, IT personnel and expertise are now obtained through contracts, not through indigenous capabilities. This results in increased costs and reduced flexibility. The absence of an indigenous capability also reduces opportunities to employ multimedia and online simulations to the degree we would like. The fact that supporting services have to be contracted for these capabilities results in both an initial cost and additional costs for revisions and updates.
- Access is also problematic. In fact, access is probably the greatest challenge we face today. The very real cyber-security concerns that protect our systems from hostile intruders also limit students' access to course materials put on our servers. We can minimize these restrictions by hosting courseware on contracted civilian servers—and have done so in the past—but this comes at a cost. Further, as there are not yet centralized DoD data solutions, we have yet to capture efficiencies across the Department in this important area.
- Similarly, multiple DOD users are contracting individually for learning management system access. SOC, like many entities at Air University, employs the Blackboard system. Were all DOD users of Blackboard to join together, we could take advantage of quantity discounts that would substantially reduce costs.

The ".edu" domain offers potential remedies for access, to the extent that security restrictions will permit. As the Air Education and Training Command (AETC) and Air University (AU) work together toward an AF.EDU domain solution, numerous decisions are being addressed. The Defense Research and Engineering Network (DREN) was selected as a bandwidth provider for a future AF.EDU domain for several reasons. Reduced cost was a critical consideration as was the need to provide an acceptable level of security for the Air Force data that will reside on and traverse through this domain. DREN, being a DoD network, must follow the security standards dictated by Defense Information Systems Agency to ensure the AF.EDU is secure and data is properly protected albeit in a less restrictive manner than on ".mil."

The educational advantages of the AF.EDU environment are many. The domain, using DREN, would provide less restrictive Internet access to AU's faculty and stu-

dents to support expanded research and collaborative opportunities. Many websites of interest to AU's students and faculty that are currently blocked in the Air Force ".mil" domain are accessible through DREN.

In addition, an AF.EDU domain would give AU more flexibility with the use of the standard desktop configuration. Air Force educational communities use unique software not employed by other organizations and not approved for use on the military network. An AF.EDU domain would give increased decision-making authority to local leadership to assess risks and implement software solutions to support their unique educational missions.

Another benefit is collaboration. AU faculty members routinely collaborate with personnel and agencies outside the military environment. AF.EDU would provide a collaborative environment through which guests could be invited to work together on academic programs and projects.

Since AU has more than 100,000 distance-learning students located around the world, the AF.EDU environment would be ideal to host the University's student management, registration and content-delivery systems, making them accessible anywhere and at any time. Use of the AF.EDU domain would balance AU's need for academic freedom to teach our Airmen to fly, fight, and win in air, space, and cyberspace while protecting the rest of the Air Force military network from security risks and vulnerabilities.

Dr. SNYDER. Please elaborate on the Expeditionary Warfare School's plans to upgrade its infrastructure and information technology assets to meet students' computer needs. When will these improvements be fully implemented? Will additional funding be required?

Colonel BEAUDREault. Expeditionary Warfare School (EWS) is in the process of implementing the EWS Distributed Education Network (EDEN) which rides on the EWS Local Area Network (ELAN). ELAN currently provides file sharing, e-mail, SharePoint, Command and Control Personal Computer (C2PC), mIRC (Internet Relay Chat) and the potential for simulation applications. EDEN enhances EWS' mission by allowing collaborative planning, facilitates critical thinking, tactical decision making, provides ready access to the academic year's coursework and it exposes the students to the command and control systems in use throughout the operating forces. EWS currently has 110 laptops in its inventory. Three of the 15 conference groups (49 students) have been individually issued laptops in support of the EDEN initiative. The balance of the laptop computers are set up in two advanced electronic classrooms to support individual training in various software applications that the students will use when they return to the Operating Forces. EWS also has three ELAN desktop computers situated in 12 of the 15 conference group rooms. The three conference groups without the desktop computers use their individually issued laptops to access the ELAN. Additionally, each conference group is wired for access to the Navy-Marine Corps Intranet (NMCI). The EWS plan calls for a total purchase of 250 laptops to support the entire student body. EWS must not only acquire the laptops, servers and software but must also make substantial infrastructure upgrades to Geiger Hall. Those upgrades include installing network drops in the classrooms and conference rooms, power upgrades to support the additional users, and permanent technical support to manage the network. The goal is to complete the project prior to commencement of the next academic year. While we have received initial funding for this project, an additional 1.2 M is required for full implementation. Training & Education Command and the Marine Corps University are evaluating funding strategies to support the effort.

Dr. SNYDER. Are there educational advantages or disadvantages associated with maintaining a ".edu" versus a ".mil" internet domain registration? Are there advantages or disadvantages with maintaining both domain registrations?

Colonel BEAUDREault. The primary educational advantage of operating within an ".edu" domain is the enhanced access it provides between EWS personnel and other civilian organizations and higher education institutions. The primary disadvantage of operating within an ".edu" domain may be the restricted access to "For Official Use Only" government web sites and information available only from ".mil" domains. The advantages of an ".edu" domain are significantly reduced, however, if severe information security restrictions (common to many ".mil" networks) are placed on the ".edu" domain. While security risk is always a concern, it must be balanced with accessibility and a physically separate ".edu" domain should be able to tolerate a higher level of risk when combined with a lower level of sensitive information.

While there is additional overhead in maintaining dual ".edu" and ".mil" domains, this approach may be useful in providing the necessary access in both the military and higher education environments. The ".mil" domain provides access for performing government functions such as military performance evaluations, civilian



personnel management and provides access, when required, to sensitive, but unclassified “For Official Use Only” information. The “.edu” domain provides greater access to non-government resources and facilitates collaboration with other educational institutions. Other than increased overhead, the primary disadvantage to maintaining two domains is the inability to transfer information between the domains. Physically connecting the domains would defeat the security protections and would be unacceptable.

Dr. SNYDER. Chairman Skelton is persuaded that the historical case study is a particularly good way to teach both history and strategy. Do you use the case study method, and if so, to what ends?

Colonel BEAUDREAULT. EWS uses the case study, battle study and staff ride methodology throughout its curriculum. Historical studies are used as a means of reinforcing the subject educational material in Command and Control, MAGTF Operations Ashore, Naval Expeditionary Operations and Professional Studies. This method allows for an examination of how historical actions contributed to the formulation and reasons for the doctrine in use today; how it changed the ways and means we conduct ourselves; and mistakes that led to changes in both doctrine and operations both today and into the future. EWS also offers an elective in the study, use, and development of the Case Study Method.

The specific studies we use are:

- Operation Albion—supports the USMC Planning Process
- Guadalcanal—supports MAGTF Operations
- Inchon—supports amphibious planning and expeditionary ops
- Gallipoli—supports amphibious planning
- Restore Hope—supports MPF planning and operations
- Desert Shield/Desert Storm—supports offensive operations
- Chosin Reservoir—(Fox Co 2/7) supports defensive ops
- Dewey Canyon—supports ACE and heliborne operations
- Task Force 58 (Afghanistan)—supports logistics operations
- Iwo Jima—supports amphibious assault operations
- Tarawa—supports naval expeditionary operations
- Somalia NEO—supports MEU operations
- Fallujah—supports current operating environment
- Antietam and Gettysburg staff rides support leadership studies

Dr. SNYDER. What constitutes “rigor” in your educational program? How do you establish and evaluate “rigor” for any particular course offering or academic program? Do you give letter grades? Please explain.

Colonel BEAUDREAULT. Rigor is addressed in multiple ways. Students are evaluated with tests and also by quality of participation in their seminar group. Students are evaluated in their participation in Tactical Decision Games, Practical Exercises, Battle Studies, Mission Analysis, Mission Planning and Briefing, and Mission Execution. Students are taken on Staff Rides and are responsible for understanding and briefing the historical aspects of the given battle as well as finding linkages and relevance to today’s operating environments. There is a professional communications program consisting of a research/decision paper and nine short analysis papers. Students are required to make multiple oral presentations and briefings throughout the curriculum. There is also an in-depth required reading program for every course throughout the curriculum. All of these evolutions are graded and debriefed by the faculty. The students earn a numerical grade for each (see attached grade worksheet) ranging from 1–100. The students are eligible for various writing awards at the end of each academic year. Additionally, this academic year, EWS implemented an electives program to expand academic challenges beyond the robust core curriculum where the school is leveraging the talent of the Marine Corps University’s PhD faculty.

The legend that corresponds to the attached grade worksheet is as follows:

Legend:

- SPT Self Paced Text
- IMI Interactive Media Instruction
- MR Marked Requirement
- PE Practical Exercise
- LE Leadership and Ethics
- OC Operational Culture

Dr. SNYDER. How do you evaluate the performance of the faculty and senior staff at your institution?

Colonel BEAUDREULT. EWS goes to great lengths to properly prepare our faculty and staff to ensure their performance meets the Marine Corps' standards. The first step in faculty preparation is a four-week Faculty Development Program conducted prior to the start of the academic year for both new and returning faculty. Each faculty member is "murder boarded" by their Division Head and other experienced faculty members on their knowledge and presentation abilities prior to assuming classroom responsibilities. The faculty is then evaluated on their presentations in both the large classes and conference group environments. Areas of evaluation include their facilitation skills and use of the Socratic method of instruction. To highlight strengths and weaknesses, all evaluations are debriefed with the faculty member by their Division Head and the Chief Academic Officer. Each presentation by the faculty is also evaluated by the students using an Instructor Rating Form. It is important to note that the instructor evaluation process is an integral tool in the overall professional development of the faculty throughout their time at EWS. All military faculty are also evaluated in accordance with the standard performance evaluation reports that each service uses for promotion and other selection board processes.

Dr. SNYDER. Are we identifying the potential for high-level strategic thinking in promising young officers early enough in their careers? How is this potential for strategic thinking subsequently tracked and monitored?

Colonel BEAUDREULT. EWS does not teach at the Strategic level of war. While we introduce Operational concepts and briefly discuss Strategic considerations, our focus is teaching captains Tactical fundamentals. Our promising young, career-level officers are formally identified at the conclusion of each academic year, namely those in the top 10% of the graduates gain the prestige of being designated as Distinguished Graduates of EWS. The subsequent duty assignments and longer-term tracking of all officers, including these top performing officers, remains the responsibility of the assignments monitors at Headquarters Marine Corps, Manpower and Reserve Affairs.

Dr. SNYDER. Please comment on the utility of the most recent professional military reading list compiled by Chairman Skelton.

Colonel BEAUDREULT. As with the Marine Corps' Professional Reading Program, also known as the Commandant's Reading List, any structured reading program is beneficial to the professional education and intellectual growth of our Marines. While Congressman Skelton's list is principally aimed at the officer corps, the Marine Corps' list is further broken down by rank to ensure that each Marine studies topics that are essential for their position and grade while it also provides a great reference for the next grade and higher should a particular officer be a voracious reader. Congressman Skelton's comprehensive list positively complements the Commandant's required list.

