

STATEMENT BY

BG PATRICK FINNEGAN

DEAN OF THE ACADEMIC BOARD

UNITED STATES MILITARY ACADEMY AT WEST POINT

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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 character 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.