

**NOT FOR PUBLICATION UNTIL
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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**

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Good morning, 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. 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 as 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.