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From
THE DESK
OF
PHIL HAMBSCH

19 June 1996

Dear Classmates/Shipmates:

You may already have been made privy to the contents of the enclosed report by Dr. James R. Barry, Department of Leadership, Ethics and Law at the Naval Academy, presented to the Superintendent on 3 May 1996. Although harshly critical of the "system" now in existence at the Academy, his analysis does bear merit and some of his recommendations are now being integrated into school policies.

We are all well aware that the Navy, in toto, by way of indiscretions, has taken its share of lickings during the past decade, deservedly or not. Would the implementation of Dr. Barry's suggestions help to improve the Academy's academic and moral fibre in particular, and that of the Navy family in general?

I submit this package to you for discussion and comments.

Anchors Aweigh!

Phil

Note: The enclosure was a handout provided by former SECNAV Webb for an address to the Baltimore Chapter of the Alumni Association in May 1996. It almost coincided with the sad demise of our leader, ADM Mike Boorda.

YOU INFO
INTEREST MIGHT HAVE
IN THESE CAUSED QUITE AN UPROAR
READING

Messengers
A Report to the Superintendent,
United States Naval Academy
3 May 1996

by
Dr. James R. Barry
Department of Leadership, Ethics, and Law
United States Naval Academy

INTRODUCTION:

For the past month, I have listened to - and read - what many persons, both inside and outside the Academy, think about the United States Navy, the Academy, and the problems that must be addressed at this great institution. In a sense, then, there are literally hundreds of messages, sent by hundreds of messengers, represented in this report to you. The views are not mine alone.

The problems we face are systemic. They are not the sole fault of faculty, staff or midshipmen. It is the system that causes behavior, and it is the system that is in dire need of overhaul.

The Academy is both a starting point and a reflection of the Navy. Consequently the Academy reflects and is, to a large degree, responsible for both the best and worst of that system that is interchangeable with the United States Navy.

Many of the messages I have received contend that the Navy is, sorrowfully, ruptured ethically and rotting, and has been so for a long period of time. If this is true, the situation may be the result of several long-term factors, including but not limited to these:

- * A "damage-control" mentality.
- * Institutional arrogance.
- * The "zero-defect" and "looking-good" thinking that is used to address, or fail to address serious problems.
- * The "not on my watch" mentality.
- * The stretching of the concept of loyalty to the extent that serious criticism is labeled disloyalty.
- * The attitude of looking out for oneself first and foremost.
- * Related to the above, Failure to care for subordinate people and their families.
- * Job-hopping (short tours).
- * Negative "Leadership" through fear and intimidation.
- * A "royalist" mentality exhibited by many senior officers and also by those serving under them who aspire to be members of a ruling "roundtable."
- * The "Marie Antoinette, off with their heads" response to those who dare to criticize or take opposing views.

Unfortunately, for many if not most officers who try to make the Navy a career, the above list of disattributes becomes so inculcated that their behavior reflects these faulty symptoms of a sick system. Their reaction appears to be one of second-nature, an unquestioning and natural acceptance of the system and its rationalizations.

This ~~cannot be Tailhook, the Vincennes, Iowa - these incidents are all too obvious~~ reminders of the deficiencies of that system. But it is perhaps the assault on an enlisted female sailor this past fall, on a commercial airline flight, that best serves as an example of the system's problems.

Not only did a Navy chaplain (LCDR) fail to take action, but so did the many sailors who stood by and watched and did nothing!

- * There is too much risk of getting involved.
- * No one wants to take responsibility.
- * If one does take responsibility he or she is counseled by the system: "Watch out if you make the wrong decision."

Several of the many interested observers who have contacted me, both civilian and military, note that with only a few exceptions, both mid-level and senior officers who come to the Academy reflect this system. And these same observers view our senior civilians as little different.

Given the system, a logical question arises: How long does it take our midshipmen to learn these "valuable lessons" of behavior and conduct?

What lessons did the mids learn this past month when one faculty member spoke what he believes is the truth?

The remarks made here this past week by a woman who is a survivor of the Holocaust may be pertinent. She expressed great concern about the restrictions, both mental and physical, placed on the mids. She wondered whether such a system might foster production of officers who might recall German officers of the 1930's and 1940's who never questioned their orders.

All of us interested in the welfare of the Academy are concerned about solutions to the many problems it faces. But when we speak of solutions, they must be seen in terms of the culture to which they are being applied.

Most or all of the 1994 Armitage Report recommendations have been implemented. But how much, if any, of our culture has truly been changed by these implementations?

By way of example, it would be relatively easy for the Academy's responsible officials to heed one bit of advice contained in the following recommendations -to replace the white male Navy captain who is currently head of the Women Midshipmen Study Group with a female Navy officer or civilian. This would be easy enough to do.

But it is another matter entirely to create an atmosphere that will allow members of that same committee to feel free to voice their concerns and discuss issues in a safe, open, and responsive environment - and be able to expect that the system will respond to them in similar fashion.

Our difficulty then lies not so much in finding the solution as in first identifying the problem. We must break through the attitude of "blue skies" and acknowledge that there are true systemic problems at the Academy, and to acknowledge the necessity of fundamental changes in the culture.

What has been evidenced here during this past month, however, is the lack of a constituency for change. The system, in attempting to defend itself, must denigrate the message, then the messenger, then society, the mids, and, most recently, the civilian sector. This resistance is masked as loyalty and is a natural phenomenon of a system that, rich in tradition, wishes only to maintain its present course.

Because a grave situation of long-standing exists at the Academy, and because solutions cannot be found by blaming faculty, staff, midshipmen or society as a whole, it is valuable here to look first at three key problems that may be most contributory to the gravity of the situation. You will find numerous examples of each of these problems contained in the appendix to this report. The three key problems are:

The deeds of the Academy's leadership do not match its brave words. This fault is devastating and undermines morale and discipline. Midshipmen observe this disconnect. The first result is dismay. Then comes a pervasive cynicism within the Brigade that only can be corrected by bringing the Academy's official deeds in line with its words.

* Winning in sports overrides honor. The midshipmen's perception that victory in sports is more important than all other considerations is a fact, and it is damaging to the formation of character in young men and women. The Brigade's perception is that violations of the Academy's codes of honor and conduct are taken more seriously by students than by the administration.

* Loyalty, even when misdirected loyalty, is valued above any other trait. There is a tacit belief that loyalty to individuals must come first, and that truth gets in the way of that

loyalty. So when loyalty to individuals overrides the very truths that officers of the United States Navy are sworn to uphold, the system is indeed in extremis.

Events of the past month are eloquent testimony to this unfortunate state of affairs. Following the appearance of the article in The Washington Post of March 31, 1996 the reaction of both faculty and other staff officers was to invoke their definition of "loyalty," to champion their interpretations of "loyalty." This reaction alone causes concern about how future suggestions for change will be handled.

Admiral Boorda in his address to the Naval Institute cited the problem of misdirected loyalty and said:

"If we solve that problem, we will have solved most problems."

Recommendations:

Here are twenty-two proposals for change that can be implemented if there is sufficient will to do so.

THE TWENTY-TWO POINTS

1. Request that the Secretary of Defense appoint members of an independent board, reporting directly to him, to conduct a detailed, in-depth study of the culture of the Academy. The board's members should have no direct connection to the Academy or to its Board of Visitors.

The independent board should begin its work by employing a credible outside research firm to conduct a climate survey of midshipmen, faculty and staff. There should be absolute assurance of confidentiality and trust.

Further, a climate survey should be conducted annually as a continuing tool to pinpoint weak spots, as suggested by the 1996 Middle Atlantic States Accreditation Report statement that "a significant number of faculty members reported morale and communication problems to the team," suggestive of fear and intimidation.

Further, focus groups should be used to supplement the climate surveys. Such groups should consist of company officers, faculty, midshipmen and support staff. The groups should be asked to identify problem areas and recommend solutions. Representatives on the focus groups should be nominated by their peers. Group facilitator should be drawn from outside the Academy to insure confidentiality.

It should be imperative that those persons chosen for the Secretary of Defense's board be men and women of unquestioned integrity, invited, perhaps, from other service academies and major universities.

2. Explore Spiritual Development. Until recent years, chapel attendance was mandatory and although midshipmen cannot be required to practice a religion, consideration should be given and every effort should be made to emphasize the importance of personal spiritual growth. ~~Consider making this a requirement.~~

3. Female representation on key committees should be enhanced and expanded. The Executive Steering Committee, which governs the academy, should have strong female representation. Currently there are no woman members.

The Women Midshipmen Study Group is now headed by a white male. Surely, a woman representative should be named to head this group. Similarly, the Minority Midshipmen Study Group is headed by a white male, and should have minority representation.

A women's resource center staffed by women should be established. Such a center should be located on Academy grounds so that all women have full access to programs, services

and information unique to women. A full-time professional counselor should be employed to provide confidential support to women. An impartial civilian should be employed to monitor and follow up on all sexual harassment complaints.

A hotline should be established on campus to allow female midshipmen to call with complete confidentiality and discuss issues of sexual harassment or other related issues with their peers or with professional advisors.

4. Women should be encouraged to report sexual harassment and given every support throughout their experience. They should not be allowed to endure negative consequences or further harassment as a result of their decision to report an injustice.

Any person, officer, midshipman or employee, who is found to have impeded the process of a sexual harassment complaint or investigation should be severely disciplined - or fired.

Alcohol consumption cannot be used as an excuse or defense in assault or harassment cases.

5. Gender-relations should be incorporated into the Leadership curriculum examining "women are from Venus, men are from Mars," acknowledging the difference in the sexes rather than trying to force young men and women to act alike. Pretending that no differences exist does not work and serves no purpose. When differences are acknowledged and respected and classroom discussions conducted common ground will be found. For similar reasons of increased tolerance, race-relations should also be incorporated into the Leadership curriculum.

A mentoring program should be established for women and for minorities. The program should be designed for incoming female and minority students, pairing them with upperclassmen for informal monitoring and support

6. Changes should be made in Academy curriculum and the number of class hours should be reduced. Midshipmen need more opportunity to read books and articles other than course material, more opportunity to relax even to sleep when their bodies require sleep. The present hour system is designed to occupy every minute of a midshipman's even though much of that time may be wasted on make-work and make-shift duties not conducive to education. Because of such scheduling there is little time for midshipmen to absorb and reflect on course content.

One afternoon each week should be designated so that no classes or extracurricular events are held between 1400 and 1700 on that given day. Elective, non-academic classes should be offered during that time period. Sort of a "rope-yarn Wednesday."

7. The Leadership Department should be restructured, assuring that is at the core of the Academy's teachings, the flagship not only for the Academy but for the entire fleet. Nothing less should be accepted. Consideration should be given to place the leadership department under authority of the Ethics officer to assure its independence from the Command influence. As Commander Walsh, a former Blue Angel, said after assuming the chairmanship this past February, "If this was a squadron, I would down it. It is too dangerous to fly."

~~The Leadership Department continues to drift, trailing those of the other service academies.~~ The current leadership curriculum is recognized by both faculty and midshipmen as ineffective. Major course changes implemented the past year have only made a bad situation worse. Critical issues such as introspection, self development counseling, and alternative leadership theories have been removed from courses.

It is inappropriate to totally depend on senior and retired flag officers as final arbiters on course structure and content. Tradition lies in the eye's of the beholder. As the Academy enters the twenty-first century, it should not depend solely on the experiences of those serving in the middle of the previous one.

8. The term *leadership* should be clearly defined for navy purposes. The outcomes of desired leadership, and what appending precepts are necessary to reach those outcomes - i.e., character, competence, commitment—should be clarified. Perhaps there are some bedrock principles, wisdom of the ancients, so to speak, but they must be evaluated in the light of modern reality.

Exploration should be undertaken to determine possibility of a common leadership curriculum among the service academies. This could enhance inter-service cooperation and respect. Midshipmen should be exposed to different theoretical models of leadership, allowing them to see the strengths and weaknesses of each.

All available commercial leadership texts should be reviewed to determine which books focus best on the concept the Academy is attempting to instill in its midshipmen. There are numerous military and civilian texts available; both current leadership courses utilize the same text, a history of naval thought.

9. Abolish the Academy's "zero-defect" mentality. Midshipmen and officers at all levels must be allowed to fail. Failure is human and men and women learn by their mistakes. The Academy should be seen as an educational laboratory where failure is converted into knowledge, not as a "zero-defects" assembly line that encourages lies, denials, and cover-ups for inevitable mistakes and errors. All human beings eventually err; midshipmen should not be taught that mistakes end careers. With such a threat, of course, young men and women are forced to develop another set of rules and values in order to survive. Training officers to recognize and correct mistakes is realistic and achievable.

10. Control of the honor concept and the conduct system should be reevaluated with the eye to returning more control to midshipmen. An important element in support for the honor concept and conduct system is the teaching and establishment of trust, especially for subordinates. Subordinates learn trust in three ways: (1) They observe how their leader treats them; (2) How their peers are treated; and, (3) How that leader treats his own peers. When there is a disconnect in any one of these three elements, there will be a breakdown of trust—unfortunately we have breakdowns in all three of these areas. The midshipmen focus groups, described in detail in the appendix, found integrity and trust singularly lacking in the climate of the Naval Academy. What should be broken down is the "us" versus "them" mentality, which works against trust and cooperation. Communications must be improved. Midshipmen now believe they receive only minimal information on new policies, on survey results, and on other data and information affecting their lives. They feel isolated, powerless, and often angry, which may lead to manifestations of aggression, abuse and hostility. In this area, too, focus groups can be established to identify problem areas and recommend solutions.

11. The impact of team athletics on the overall mission of the Academy should be studied. Many members of the Brigade perceive that athletes receive preferential treatment in recruitment, preparation at NAPS, admission, course selection in conduct and honor adjudication, and in many other areas. These perception problems contribute to cynicism and raise concerns to the midshipmen about the concepts of practices of loyalty and honor.

~~Athletes should not receive any special consideration not made available to other members of the Brigade. And should it be necessary, such preferences should be clear and public and Brigade support sought and obtained. One does realize that athletes rushing in from practice, cold, aching, and bone-tired, should receive consideration. The important thing is openness and respect for the efforts and hence consideration.~~

Entrance requirements should be reviewed to ensure that varsity athletes meet the same academic standards as non-varsity athletes. At present varsity athletes do not have to meet the same requirements as other students. According to the Director of Admissions, if a prospective student is sought for an athletic team, he is, for all practical purposes, admitted to the academy.

Consideration should be given to scheduling Academy athletic teams in intercollegiate competition with colleges and universities at division II or division III level.

In order to assure continued rivalry with other service academies, these academies should be asked to join in consideration of the consequences of continued competition in Division I.

Club sports and intramural sports should be embraced. Rugby, for example, currently attracts large numbers of men and women competitors; such sports as rugby are relatively inexpensive and have been shown to be largely free of ethical problems that have impacted some varsity teams in recent years. But one must recognize that team sports enhances athletes' appreciation of teamwork so this must remain a consideration in any changes.

At no time should organized athletics be permitted to interfere with Sunday religious services on the Naval Academy grounds.

13. We must remember at all times that we are here for the mids, they are not here for us. Our mission is to deliver to the fleet the best possible product (junior officers) and all our efforts must be focused on guiding, nurturing and assisting them with their mission.

14. Orders to the Academy should be regarded as a top assignment available to Navy and Marine Corps officers. A screening team should be established to recruit superior officers, much as command screening is presently used to identify ship, squadron and battalion commanding officers. Officers assigned as division or department chairs should have a Ph.D. or Ed.D. degree or a creditable candidate (ABD), preferably with educational background and experience.

The Forrestal Lectures should return to the original charter by including lecturers with diverse backgrounds and views. The Forrestals should be timely and aimed to promote thought and critical thinking.

15. The Academy should teach courage as a core value, meaning not only physical courage, but also the moral courage that is a vital element in the proper resolution of questions concerning Duty, Honor and Loyalty. Anyone caught lying no matter what the rank or status, is terminated immediately.

16. Develop the midshipmen's capacity for critical thinking. In 1958, the Ewell Board at the U. S. Military Academy at West Point stated: "Critical thought is of the greatest value if accompanied by the capacity for originality "...This capacity for critical original thought must be developed from the start if it is to reach full power when the officer reaches a high position." Our academic model, however, reflects the Navy system of constant inspection and reinspection -tests, quizzes, six-week grading, twelve-week grading. There is little or no time to develop critical thinking; the midshipmen need time to ponder, to reflect to read, to discuss. Students say they have read nothing but textbooks for the past two years, possibly an explanation for a national report (Gorman) concluding that Academy academic programs are, with few exceptions, ranked below the other service academies and other competing institutions.

Admiral Stockdale, Per a speech here in 1993, responded to my question: "If you were teaching leadership, what would you teach the midshipmen?"

He replied: "Don't teach them cookie-cutter style. Teach them to think, so when they have to modify the old rules or make up new ones, or when there are no rules to follow, they will have that ability."

17. Review the academic teaching model. The Academy follows a traditional system of emphasizing research at the expense of service and teaching. (In this writer's own case, I was forced to leave coaching hockey to focus on research.) The concepts of life-long learning, student-teacher partnerships, exploration of new teaching methods, seeking out new learning environments, fostering teamwork among midshipmen -all these and many other concepts tend to be set aside by the research requirements placed on untenured faculty.

This occurs at the Academy while many institutions are moving toward a model that gives greater emphasis to service and classroom teaching. The U.S. Military Academy at West Point and the Air Force Academy, meanwhile, have a career path for officers who wish to make teaching a career. The Academy's current system -officer tours for two or three years - hinders continuity and keeps the system in constant turmoil. If West Point and the Air Force can create a teaching career path for officers, the Naval Academy should be able to do so.

18. Review CSORM and midregs with a view to eliminating rules that do not add to the Academy's mission. Include mids in the reform committee. The midshipmen focus groups highlighted CSORN/MIDREGS as a sore point. Perhaps a non-coercive name change is in order such as "Midshipmen Handy Desk Reference."

Midshipmen and company officers are burdened with a cumbersome set of rules that inhibit their performance. The so-called "Fry mentality" must be eliminated. When company officers act as "cops" and midshipmen as "robbers," all lose in the game. Rules considered superfluous, even inane, are disregarded by company officers, midshipmen, sponsors, families, faculty and staff.

Such response to unnecessary or unworkable rules leads necessarily to the questioning of and disregard for important rules.

As Admiral Rickover said: "Our service academies continue to adhere to many outdated disciplinary and administrative concepts which tend to stifle development of mature stable officers, the kind of officer we so sorely need." (1973.)

19. Because systems cause behavior, members of the Executive Steering Committee must be at the forefront of change at the Academy. If these members are permitted to hold back the process of necessary change to protect their own rice bowls," they will be permitted to hold back the vision, hopes, and ambitions of what the Academy can and should become. All elements of the Academy's leadership should join to recognize problems that are harming this institution, and cease blaming the midshipmen, each other, or outsiders for the predicament. It must be recognized that the problems are all of our own making, are all our responsibilities, and will require all of our best efforts to repair.

20. Plebe year should end with plebe summer. Upperclassmen are not trained professionals in the art of military indoctrination; too many unfortunate incidents in Bancroft Hall result from the antics of adolescent, unprofessional upperclassmen.

21. The Navy's core values must be espoused by word and action. We must "walk the talk."

"The top priority of the Superintendent is character development, defined as establishing a foundation of values involving honesty, integrity, teamwork, equal opportunity, and respect for human dignity" -Admiral Larson. *Proceedings Magazine*, October 1995.

"Armies are like families...the mortal dependence of the modern soldier on the military organization for everything he needs to survive is as great as that of a small child on his or her parents...The Army engenders the new member's respect, loyalty, love, affirmation, gratitude, and obedience. When some major ideals have been betrayed, the trustworthiness of every ideal or activity may be called into question...Betrayal of 'what's right' is particularly destructive to a sense of continuity of value in ideals, ambitions..." -*Achilles in Vietnam*, by Jonathan Shay.

22. Consideration should be given to assigning a non-Academy-graduate to one of the top three positions at the Academy.

When Academy graduates are continually in command of all senior position, they can too often become defenders of the past and reluctant to tamper with tradition, avoiding or missing clear opportunities to advance the Academy to new heights.

CONCLUSION:

As Admiral Boorda said in his April 25, 1996 address to the Naval Institute: "When there is a real issue, there is debate and dissent, argument and acrimony."

Memoranda I have written to department heads and senior Naval officers over a period of three years have always been intended to add to the debate, not to the acrimony. I have included these as testament. I also urge readers of this report to consider carefully the comments and views of many interested parties which are attached to this paper as an appendix only for reasons of length; otherwise, they should be considered an integral part of the body of this report, and I so consider them.

This is a living document. It is not meant to be a final product.

Admiral Larson, I thank you for this opportunity to convey my views. I wish you every success.

13 May 1996

NAVAL ACADEMY BOARD OF VISITORS CONCLUDES SPECIAL SESSION

The U.S. Naval Academy Board of Visitors (BOV) met today in a special session requested by Adm. Charles R. Larson, academy superintendent. The board reviewed the recent conduct incidents at the academy and all of the issues that have been aired in the media in the past several weeks.

Retired Rear Admiral Benjamin Montoya, Chief Executive Officer of the Public Service Company of New Mexico, and Chairman of the BOV, said the board was very pleased with the depth and scope of the meeting. The board reviewed the status of women's, minority, and character development programs; leadership and ethics courses; admissions procedures; recent conduct cases; midshipmen issues; changes to midshipmen routine; the results of the standdown; and the Superintendent's assessment with recent and future initiatives (outline attached). The board also met with randomly selected groups of midshipmen, Assistant Professor Barry and other officials from the academy. Professor Barry presented his recommendations for new initiatives to the board.

Montoya also said that the BOV will take a posture of increased involvement over the next year. This will include more interaction with the midshipmen, faculty, administration, and outside consultants.

"It was our conclusion that the sweeping assertions of institutional decay alleged by Professor Barry are not supported by our observations or by the vast amount of information available to us. There are some legitimate issues that have been raised by Barry and many others, and Admiral Larson is well aware of these and he has also identified additional issues. Some very sound programs are being structured to continue to move the Naval Academy forward," Chairman Montoya said.

"Adm. Larson was asked to come to the Naval Academy because we knew this great institution had problems. His efforts to date have been outstanding, and we look forward to seeing the benefits of his leadership in the future. We retain the fullest confidence in his ability to lead the Naval Academy and provide the vision which will take the school into the 21st century," the BOV chairman continued.

Chairman Montoya also said the BOV was pleased to learn that Adm. Larson had contracted with an independent consultant to assess the quality of life and other issues of concern within the brigade. This assessment will take place in August when the midshipmen return from summer training and will look at such things as academics; athletics; professional development programs; gender and ethnic issues; and extra curricular activities.

"This independent consultant will give us an objective look at some of the same things the Academy looks at every year with its own quality of life survey, Montoya said. "We look forward to having a respected, professional group come in and offer an assessment of Adm. Larson's program changes and initiatives. This survey will help ensure we have identified problems as we implement solutions. Along with all the other data available, this additional independent assessment will help the board and the Superintendent assess the effect of the actions cited above or if additional work is required. To conclude that the entire structure has collapsed because of the misconduct cases which have come to light in the past few weeks is a leap too far and too soon."

"Unfortunately, there will be breaches of honor and integrity at the Naval Academy," Montoya said. "There are things which cannot be 100 percent controlled. However, when they do occur, we have confidence that they will be handled appropriately and quickly. We are pleased that the Academy has aggressively pursued the problems and enforced the high standards they have set.

"We should also be reminded that the incidents involved only a few individuals and detract from the 4000 young men and women who properly represent this institution. The few individuals involved clearly brought discredit to the Academy, but the school will move beyond these actions," Montoya said.

"We all agree, problems do exist but we are extremely confident that the Naval Academy is on the right course. If any special areas come to our attention which require an independent analysis, the BOV is prepared to pursue that course. But at the current time, we see no need to do so," Montoya said.

"Admiral Larson's leadership is much in evidence, and we stand squarely behind him. He accepted this assignment to address the many issues which cause us all concern. His task is only partially complete."

ADMIRAL LARSON'S ASSESSMENT TO BOARD OF VISITORS OF ISSUES AND PROGRAMS

Adm. Larson gave his assessment of the issues and the program and structure he has put in place to continue to move the Naval Academy forward. These initiatives include:

- Implemented a comprehensive four-year Character Development Program addressing the issues of honor, integrity, conduct, human dignity and mutual respect.

- Implemented a peer support group within the Brigade of Midshipmen known as "Heroes." Their function is to provide training, awareness and counseling amongst their classmates on issues of human dignity and mutual respect.
- Instituted new core ethics and moral reasoning course for Third Class midshipmen which combines formal ethics instruction by Ph.D. faculty, with seminars and case studies facilitated by senior naval officers.
- Restructured Leadership training program to place more emphasis on fundamentals. Included in restructuring was revised Plebe Summer training program emphasizing core values and proper priority of loyalties expected of all members of Navy.
- Established monthly, small group Integrity Development Seminars (IDS) for all midshipmen whereby faculty, staff, and First Class midshipmen co-facilitate discussions amongst midshipmen on ethical issues relevant to our naval forces and role officers must assume as moral leaders. May 17 IDS will focus on improvements to be made for next academic year.
- Reconstituted faculty, staff and midshipmen review group to again examine Honor Concept's applicability and implement action. Report from this group, as well as annual assessment from Women Midshipmen's Study Group and Minority Midshipmen Study Group, will be used to upgrade professional development programs for fall 1996 semester.
- Establishing Leadership Coordinator (endowed position) to look at ways to improve leadership curriculum within Leadership, Ethics and Law Department, as well as how leadership is taught and practiced in Bancroft Hall and within all areas of Naval Academy.
- Established Ethics Chair (endowed position) to coordinate Character Development Program to include ethics across curriculum with particular emphasis on content of core ethics course for Third Class midshipmen. Ultimate goal is to establish center for ethical studies at academy.
- Developing masters degree program in leadership in coordination with Naval Postgraduate School to upgrade skills of company officers and leadership instructors. New officers will be ordered in via this one-year course.
- Empowering Brigade to enforce standards with strong emphasis on responsibility and accountability. Will look to First Classmen for greatly increased leadership responsibility. Want to make the chain of command work.
- Continued to conduct annual midshipmen quality of life surveys to assess impact of program changes and initiatives. Most recent survey conducted in January 1996 indicates significant overall improvement within Brigade in all facets of their development. Among more significant findings are:
 - Percent of women who feel full accepted by their classmates has risen from 59% in 1990 to 95% in 1996 (men are at 96%).
 - African-American midshipmen expressed greatest satisfaction with their quality of life.
 - Percent of Brigade who viewed Honor System as positive element of their moral and ethical development rose from 83% in 1993 to 90% in 1996.
 - Number of midshipmen who expressed negative view of fairness in administration of conduct and honor systems declined by half (18% to 8%) this past year.
 - On latest survey, 91% of males and 86% of females stated that their commitment to naval career had not changed or improved since entering Brigade.
- Working on additional survey with experienced, outside contractor to assess midshipmen attitudes, concerns and issues. Focus groups and research are in progress. Survey will be put together over summer and administered to entire Brigade in August. Contractor will analyze results and provide to academy by mid-September. Need to accurately identify problems to ensure correct solutions are put in place.
- Staff and faculty survey will be given this month to everyone who works at Academy.
- Summer task force headed by department head of Leadership, Ethics and Law will look at all aspects of courses to come up with recommended changes for next year.
- Superintendent has issued guidelines for everyone to live by at Naval Academy as academy moves forward.
- Superintendent has issued memo to all members of Class of 1997 to bring specific experiences back from summer cruise to incorporate into leadership curriculum.